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AUTHOR Loveless, Susan Catlett; And Others
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ABSTRACT

The total development of the child is described in this set of training materials, one of a series developed to train Child Development Associates. The multiple factors and principles which affect physical, intellectual, social, and emotional development are presented. Successful completion of this curriculum will enable the trainee to perform in several ways, including the following: (1) observe children in a variety of situations and record and analyze their progress in growth and development; (2) recognize specific instances of the basic patterns and principles of development; (3) describe the major effect of heredity and environment on child development; (4) recognize and explain specific instances of hereditary factors; (5) describe the major stages of pregnancy and childbirth; (6) recognize environmental effects on children's growth and development; (7) analyze behavior problems, propose possible solutions, and suggest preventive measures; (8) list the effects of various factors on prenatal development and; (9) demonstrate how to meet childhood needs in such areas as nutrition, health, safety, neglect, and education. Suggestions for establishing an activity card file to organize young children's activities are presented as a major teacher resource, and development of the trainee's teaching portfolio is described at length. (Author/DB)

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CHILD DEVELOPMENT ASSOCIATE:

PROGRAM PLANNING

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OSCAR ROSE JUNIOR COLLEGE

OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

PROGRAM PLANNING

Developed By

Susan Catlett Loveless
Project Director

Oklahoma Child Development Associate Advisory Council
Mayme Jackson, Chairperson

OSCAR ROSE JUNIOR COLLEGE
Midwest City, Oklahoma

Administrative Institution
for the

OKLAHOMA COOPERATING INSTITUTIONS OF HIGHER EDUCATION

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For more information regarding the Oklahoma Child Development Associate Curriculum, please contact:

Child Development Program
Oscar Rose Junior College
6420 Southeast 15th
Midwest City, Oklahoma 73110
Telephone: (405) 733-7315

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CHAPTER I

INTRODUCTION

RATIONALE

The field of early childhood education has grown rapidly and the types of programs vary from one center to another. Thus, to function effectively in a variety of learning environments, teachers of young children need a basic knowledge of child development programs, their goals, and settings.

The goals for early childhood education programs should be based around the development of the child. In this way the evaluation of programs and the progress of children's development can be better assessed. Thus necessary modifications are more clearly indicated.

Essential to the evaluation of any program is observing and recording children's progress and development. Teachers must develop observation and record keeping techniques which help them more accurately assess development and eliminate, as much as possible, subjective judgements regarding children's development.

A planned curriculum is an essential element in a program for young children; it includes more than the daily lesson plan or daily schedule of events. Planning lays the foundation for developing a program that will be beneficial to the children being served.

Prior to planning experiences for young children, an individual must have knowledge of program resources---physical facilities, materials and equipment, and outside consultants. Each resource must be considered and coordinated for use when making yearly, weekly, daily, and the activity plans.

Once each resource is established and teachers understand the importance of planning, a system can be designed to provide functional plans to best meet the individual needs of the group and each child. In addition, teachers will be able to improvise for "incidental" learning and evaluate the outcome of the experiences.

The environment of young children needs to be orderly to enhance development and provide for the individual needs of the children. The manner in which the total environment is organized will have a great impact on the quantity and quality of the experiences which occur within that environment.

One method for organizing the environment is through learning centers. Here, materials and equipment are grouped according to a curriculum area and can be used for both group and individual learning experiences. The number of centers available for use at any given time will be somewhat dependent on the physical space and material resources available. However, the teacher's knowledge and imagination can provide a more interesting and stimulating environment for learning by the children. Teachers should develop the ability to organize space for optimum use by the children and thus, for increasing their potential for total growth and development.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Establishes and maintains a safe and healthy learning environment.

Advances physical and intellectual competence.

Promotes positive functioning of children and adults in a group.

Carries out supplemental responsibilities.

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OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Develop an awareness of the scope of the 13 functional areas of the Child Development Associate.
2. Become acquainted with the current theorists and philosophies in early childhood and be able to state their own philosophy.
3. Evaluate the effectiveness of yearly, weekly, daily, and activity plans in meeting program goals and objectives.
4. Demonstrate the ability to utilize physical facilities to their best advantage of meeting program needs.
5. Demonstrate the ability to arrange furnishings and equipment to best implement program goals and objectives and meet the individual needs of children.
6. Select materials and equipment for children according to guides for proper selection and the developmental levels of the children.
7. Design and implement a program for young children that is developmental in nature and that is directed toward the stated goals and objectives, including: 1) yearly plan, 2) weekly plans, 3) daily schedule and plans, 4) resource units and 5) activity plans.
8. Demonstrate daily the ability to capitalize on "teachable moments" or "incidental" learning situations.
9. Demonstrate the ability to consistently guide children's activities by combining appropriate motivation, learning outcomes, and an effective utilization of content in order to foster the total growth and development of each child.
10. Demonstrate the ability to use appropriate group management techniques including the planning and use of transition activities as an important part of the daily program.
11. Demonstrate the importance of evaluation for improving the early childhood program through assessment of: 1) the program, 2) the teacher, and 3) the children.

12. Make the community an extension of the classroom for exploring firsthand by planning and conducting field trips with children to develop concepts, increase understandings, and promote meaningful language development.

13. Analyze the current room arrangement and suggest changes to increase utilization of available space, materials, and equipment.

14. Recognize the importance of learning centers to enhance development by organizing space into specific learning centers.

15. Determine the number of learning centers to be available at any given time and the time rotation for these centers to be set up.

16. Inventory materials and equipment available in each center and determine deficiencies and how these deficiencies could be eliminated.

17. Evaluate the effectiveness of the arrangement, materials, and equipment in each learning center and make changes where low evaluations occur.

18. Observe and record the behavior and development of children.

19. Utilize observation records to inform parents of their child's progress.

20. Recognize the importance of more than one observation as the basis for discussing the child's development by observing different aspects of the child's development.

CHAPTER II

DEFINITIONS OF TERMS

1. Assessment of Progress-- A system for comparing a child's development to his previous level of development.

2. Concept---An idea generalized from particular experiences. In planning a curriculum, a concept is a specific fact or idea used to help children realize the broader objective.

3. Curriculum---A specific program for children including philosophy, content areas, goals, and objectives.

4. Daily plan-- A written plan for one day's duration, drawn from the teaching unit. This is a detailed plan including the time of the activity, the activity itself, a description of the activity, the person responsible for the activity and any special comments or equipment needed.

5. Eclectic-- A theory or idea which is one's own, taken from the ideas of many.

6. Individualization---A specific plan for one person, based on the individual, but incorporates the general plans.

7. Daily schedule---A plan to organize the day in terms of general framework that includes blocks of activities as well as transition periods for toileting, eating, and resting.

8. Learning activity---A single experience to be presented to the children which is selected from the daily plan and includes teacher goals, pupil objectives, procedures, materials needed and an evaluation of the experiences after they have occured.

9. Learning Center---A section of the classroom designed to implement a specific area of the curriculum.

10. Objective---A statement that describes a desired, specific, observable behavior in each child as the result of learning activities in a given lesson. It includes the desired observable behavior, the circumstances or conditions, and the standards and/or measure of successful performances.

11. Open-end question---A question that does not have a right or wrong answer.

12. Policy manual---A book of materials that states the rules, regulations, and purposes of the program; its policies regarding health, and an application for enrollment.

13. Resource unit---A collection of suggested teaching materials and activities organized around a particular topic.

14. Transitional Activity---An activity of short duration often used to fill time between activities or to assist in the movement of children from one area to another.

15. Weekly plan---A written plan specifying the activities to be carried out in a week's time. The activities listed should be centered around the concept and objectives being taught during that week's duration and should be related to all areas covered in the daily schedule.

CHAPTER III

DEVELOPMENT OF THE CHILD DEVELOPMENT ASSOCIATE

Child Development Associates, CDA's, are a new group of professionals who have been assessed and found competent in working with preschool children. The first credentials for the CDA profession were awarded in July, 1975. In August, 1975, a regional awards ceremony in Texas included the first Oklahoman to be assessed as competent and awarded the CDA Credential. Since that time, other individuals in the state and nation have been assessed as competent and have been credentialed by the Child Development Associate Consortium, Inc.

The profession and its concept were developed in response to the dual forces of 1) increasing the supply of competent staff for early childhood programs and 2) improving the quality of existing child care services. Through competency-based training and assessment, individuals responsible for young children develop and demonstrate the ability to provide "quality care" for each child.

"Quality care" is difficult to define and is based on a value judgment. However, from the view of the Child Development Associate Consortium, Inc., satisfying the competecies for the CDA Credential is an attempt to assure an adult's ability to 1) develop a satisfactory emotional-social environment; 2) provide an environment conducive to physical and intellectual development; 3) provide a developmental program which promotes the acquisition of basic skills and competencies for the total development of the child; 4) relate effectively to children and their families 5) design, manage, and maintain a safe and healthy environment for development; 6) work cooperatively with young children; and 7) meet the individual needs of each child.

Formalizing this criteria into a performance-based system for assessment became the responsibility of the Child Development Associate Consortium. The Consortium is a private-non-profit corporation made up of forty-two organizations whose members are directly involved in some aspect of early childhood education or child development. Funded by the United States Government's Office of Child Development since 1972, this non-governmental agency has had two tasks: 1) To develop a performance-based system for assessment of the competency of individuals working with young children and 2) To develop a system for awarding the CDA Credential to individuals assessed as competent.

In its criteria for competent child care personnel, the CDA Consortium considered it essential for a person responsible for a group of young children to demonstrate competency in the following major areas: 1) Establish and maintain a safe and healthy learning environment; 2) Advance physical and intellectual competence; 3) Build positive self-concept and individual strength; 4) Promote positive functioning of children and adults in a group; 5) Bring about optimal coordination of home and center child-rearing practices and expectations; and 6) Carry out supplemental responsibilities related to children's programs.

All Child Development Associate training integrates the academic classroom component with the field experience. Thus, half of an individual's training is composed of theory and philosophy while half is composed of firsthand, directed experiences in actual child care facilities. Through this integrated approach, there is immediate application and understanding of training.

As individuals feel they have acquired the competencies for the Child Development Associate, whether through formal training or field application, they may apply to the Child Development Associate Consortium in Washington, D.C. for assessment for credentialing. The qualifications for a person desiring assessment are to: 1) be 16 years of age or older; 2) have eight consecutive months of full-time or sixteen consecutive months of part-time work with three- to- five year olds in a group setting; 3) have had either formal or informal training; and 4) have access to an approved child development center where they can be assessed.

Assessment for the credential is performance-based and is performed by a team of four members---the candidate, a parent representative, a trainer, and a Child Development Associate Consortium representative. These people observe the candidate, review materials collected by the candidate related to his/her activities and abilities, and evaluate the materials to determine competency of the candidate in the six major areas. This team then forwards its materials and decisions to the Consortium for final review before awarding or declining the credential.

Credentials awarded prior to July of 1976 will be valid for three years. Prior to that time, renewal requirements will be established.

The Child Development Associate Credential has set some minimum standards for individuals working with young children. From the competency developed in individuals who care for young children, children's needs will be better met and optimum growth and development enhanced.

CHILD DEVELOPMENT ASSOCIATE COMPETENCY AND FUNCTIONAL AREAS

Competency Areas and Functional Areas

I. Establishes and Maintains a Safe and Healthy Learning Environment

- A. Safe
- B. Healthy
- C. Environment

II. Advances Physical and Intellectual Competency

- A. Physical
- B. Cognitive
- C. Language
- D. Creative

III. Builds Positive Self-Concept and Individual Strength

- A. Self-Concept
- B. Individual Strength

IV. Promotes Positive Functioning of Children and Adults in a Group

- A. Social
- B. Group Management

V. Brings about Optimal Coordination of Home and Center Child-Rearing Practices and Expectations---Home/Center

VI. Carries out Supplementary Responsibilities Related to Children's Programs ---Staff

Source: Guidelines: Local Assessment Team, Child Development Associate Consortium.

Functional Area Descriptions

1. Safe---Provides a safe environment by taking necessary measures to reduce or prevent accidents.
2. Health---Provides an environment that is free of factors which may contribute to or cause illness.
3. Environment---Selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.
4. Physical---Provides a variety of appropriate equipment, activities, and opportunities to promote the physical development of the children.
5. Cognitive---Provides activities and experiences which encourage questioning, probing, and problem-solving skills appropriate to the developmental level of each child.
6. Language---Helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.
7. Creative---Provides a variety of experiences and media that stimulates children to explore and express their creative abilities.
8. Self-Concept---Helps each child to know, accept, and appreciate himself/herself as an individual.
9. Individual Strength---Helps each child develop a sense of independence and acquire the ability to express, understand, and control her/his feelings.
10. Social---Helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group.
11. Group Management---Provides a positive routine and establishes simple rules within the group that are understood and accepted by children and adults.
12. Home-Center---Establishes positive and productive relationships with parents and encourages them to participate in the center's activities.
13. Staff---Works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.

CHAPTER IV

BASIS FOR PLANNING

RATIONALE

Program planning begins with each child. Teachers need to know what each child is like, his/her level of development, and his/her strengths and weaknesses. It is this knowledge about each child which provides the basic material for planning a curriculum that meets the individual growth needs of each child.

Adequate planning provides for a broad range of activities in order to provide the child with many choices within their interests and abilities. The planning process is a continuous cycle of looking at the child, identifying objectives, planning activities, conducting the activity, and evaluation. Through understanding the characteristics of young children, teachers are better equipeed to plan programs suitable to both the individual and the group.

ESSENTIAL CONTENT INFORMATION

I. CHARACTERISTICS OF YOUNG CHILDREN

A. Young Children are not Good Sitters

Children can sit longer in a one-to-one situation (reading a story) than in a group. Energy is popping inside these boys and girls; and the world around them always seems alluring. They need lots of space indoors and out--a minimum of 35 sq. feet per child indoors. A good classroom for them cannot operate on the premise that a child must sit down in order to learn; so a teacher has to learn to teach children on the move. Chairs are not even essential equipment in an early childhood education program. Teachers plan few group times, short group times; 4 to 6 children in a group. Activities in which they can move---pantomimes, large and small; make a set of girls and one of boys; go point to something blue. They learn so much by moving--large muscle development sets the stage for more coordinated activities.

B. Young Children are not Good at Keeping Quiet

They can, and do, keep quiet---for brief and exceptional periods of time. They enjoy noise for its own sake. The activity that means the most to them makes noise---how they love to be lions and firemen. Here again---small groups are important because they want to talk and they need to talk in order to learn to express themselves. They should do most of the talking in a classroom, not the teacher! Hopefully, the classroom will be situated so as not to disturb others. However, they are subject to fatigue of overstimulation, so alternate active with quiet activities.

C. Young Children are Shy

They like people best in small doses---masses overwhelm the young child. He needs a room with nooks where he can be by himself at times. A room that is large enough so that, most of the time, he can work with two or three or four other children. So . . . keep groups small. Provide lots of individual time; and long blocks of free time so the teacher is free to move to individual children. Contacts with the children begin before the first day of school on home visits---meet him on his own ground first.

D. Young Children are Highly Egocentric

This fosters their self-concept. Everything begins with a personal pronoun. They first have to learn who "I" and "me" are before they can learn about others. Eventually these children will come, if their life goes right, to follow the commandment: Love thy neighbor as thyself. Right now they are taking the first step. Children under six are learning to love themselves. So most of all, the teacher has to LISTEN! She will praise and compliment sincerely---now is the time for a sense of personal worth. In planning curriculum, plan so the child sees himself in the picture---mirrors, sings, stories, etc.

E. Young Children Want to Feel Proud, Big, and Important

They are exceedingly boastful---I can tie my shoes, I can count up to five. Each child maintains his own public relations office. Don't ridicule them for this; rather keep in mind how many times a day they come face to face with the fact that they are so small---countertops, toilets . . . Provide many tasks in which children can help. Support an "I can do" attitude in each child. Too much of the time they are losers. Stay away from competition---one winner, ? losers. In dramatic play, they can act out being big people. Provide self-help equipment to foster the "I can do" attitude.

F. Young Children Have Their Private Dream World

This is their way of coping with reality and fears because this is a way they can control and manage their destiny. They need a world where they can be the master. "I must be the doctor and you must be sick." Play is the key to all learning for children so teachers need to know how to utilize play so that the most learning can occur. You learn about mothers by being a mother a policeman, etc. This is called dramatic play. Many of the areas are arranged so that dramatic play can be utilized.

G. Young Children are Very Tender

They need to know that they are loved. They are so dependent on our care. Never plan for children to fail; make criticisms gentle. They don't have the inner resources and depend on us for support and if we turn against them . . . Often they need physical proof, not just words, to tell them we care.

H. Young Children are Beginners

They make lots of mistakes, so provide many opportunities for them to succeed. Best learning comes when they are free from tension and pressure and anxiety. He is so inexperienced, so uncoordinated, but he has time to learn! He has years to master concepts---15 years of formal schooling ahead. If he lives to be 90, he has 87 years of learning ahead. They can't understand or grasp something that they've heard just once--in fact, in most instances, they love repetition, or stories, etc.

I. Young Children are Hungry for Stimulation

They do not lack motivation to learn. They are curious. Give as much variety and stimulation as they can take---open shelves, etc. They want to see, to touch and handle and use, to taste, and to sniff. They learn through all of their senses. Words telling them about something just won't cut it. They want at it with all of their senses.

J. Young Children are Earthy, Practical, Concrete-minded

They do learn from words, but for them, experience is the best teacher. They can't even rely on pictures to convey messages, but must rely on concrete, realistic materials. Also, children take things literally. Be careful about teasing..

K. Young Children are Illiterate

Early readers are an exception. People worry so much about reading at an early age today, and some of this worry is quite needless. They can hear and taste and see and smell. They can read signs, labels; but provide activities other than books and words for them to learn from.

L. Young Children are Acquiescent

They do what they think adults want them to do. So he stands almost at the mercy of adults. It is so important to him to please. This means that it is easy to take advantage of young children. One has to be careful not to manipulate youngsters. A good teacher will offer many choices and provide self-selection---this self-selection is insurance against over-controlling. Always ask "Whose idea is this? Teacher or child's?" "Is this what I or they want or need?"

II. PRINCIPLES OF GUIDANCE

A. Purpose of Guidance

The immediate purpose of child guidance is the best and happiest adjustment of children to the present demands of their environment. The long range purpose is that the eventual result would be happy, well-adjusted adults.

B. Basic Principles

1. Set only necessary limits.
2. Be sure child understands the limits and give him time to accept them.
3. Give child advance notice of a change in activity.
4. Ignore questionable or undesirable behavior when possible and guide him into desirable behavior.
5. Use positive guidance---tell the child what he can do rather than what he cannot do.
6. Give the child a choice only when you intend to leave the situation up to him.

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7. Be consistent without being inflexible or afraid.

8. Use words and tone of voice which will help the child to feel confident and reassured. Get on his level physically.

9. Feel comfortable when a child "tests out" limits. You can accept his right to resist but not feel threatened by it.

10. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

11. Carry through on directions given.

12. Give sufficient help to insure success but watch and wait before helping to encourage the child to act independently.

13. Share with him socially in order to provide satisfaction beyond achievement.

14. Forestalling is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after a difficulty.

III. DESIRABLE QUALITIES OF TEACHERS

A. Being knowledgeable about children's development

B. Being a nurturing person

C. Being a model

D. Being a perceptive observer and listener

E. Being skillful in selecting and using guidance techniques

F. Being self-confident

G. Being dedicated

H. Being confident of basic goodness in people

I. Being strong, healthy, and energetic

J. Being knowledgeable about children's curriculum

K. Being effective with your voice

L. Being able to set and enforce limits for children

M. Being alert to health and safety

N. Being a teacher instead of a supervisor

O. Being a decision-maker

P. Being scholarly and professional

CHAPTER V

EARLY CHILDHOOD EDUCATION BACKGROUND

RATIONALE

Sometimes a curriculum can be characterized as being primarily a teacher-centered one or primarily a child-centered one. The general orientation of a curriculum might be around some developmental theorist such as Piaget or a curriculum might be eclectic in orientation, drawing from a number of developmental theorists. In general, a curriculum depends on the philosophy and concerns of those people---both parents and staff---who develop it.

Individuals must have knowledge of both traditional and experimental programs before they can design program to meet the needs of the particular children with whom they are working.

ESSENTIAL CONTENT INFORMATION

I. APPROACHES TO THE STUDY OF CHILD DEVELOPMENT

As the field of child development has grown, a number of theories for its study have developed. These theories provide the framework for the study of child development.

A. Behavioristic

B. Normative-descriptive

C. Field theory

D. Psychoanalytic

E. Cognitive-developmental

II. THEORISTS OF EARLY CHILDHOOD EDUCATION

A. John Locke (1632-1704)

1. A British philosopher who theorized that understanding is derived from one's own experience of the external and social world.
2. Locke presented the idea of tabula rosa (blank tablet) which meant that ideas and knowledge are derived from experience.
3. His ideas were in opposition to the widely-accepted beliefs of Aristotle and Descartes, who theorized that ideas were innate or inborn.

4. Locke believed the object of all education is self-discipline, self-control, and self-denial (the ability to control our desires when reason does not necessitate them).

B. Jean Jacques Rousseau (1712-1778)

1. Rousseau was a French philosopher who viewed the child as equipped with an innate moral sense.
2. He felt that a child had intuitive knowledge of right and wrong, but the restrictions imposed by society set obstacles for the child.
3. In his book entitled *Emile*, Rousseau presents his philosophy of education.
4. The growing child, he states, must not learn by rote what it cannot understand.
5. The child must learn by experience what it can understand.
6. He stressed the child's need for self-expression.
7. Rousseau urged mothers to spend time with their children, surround them with affection, and breast feed them instead of sending them to a nurse outside the home.

C. Frederick Froebel (1782-1852)

1. He was a German philosopher who believed that educating children was similar to cultivating plants.
    a. He coined the term kindergarten, meaning a garden of children.
2. Froebel believed children should be allowed to play, but that teachers could arrange play for them that developed their minds, bodies, and senses.
3. His legacy to education for young children included various attitudes:
    a. School should provide a rich, happy environment for young children.

b. Education is larger than books or formal drill.
c. The child's present interests and needs should be the basis of curriculum and creative self-activity should be the method.
d. Play is the child's natural means of expression.
e. The spirit of cooperation and the group are both important to the child's social development.
f. The aim of the kindergarten should be individual development.

D. Jean Piaget (1896-1980)

1. The theories of Jean Piaget have opened our yes to children's intellectual growth.

2. His studies of mental development---thinking, knowing, perceiving, remembering, recognizing, abstracting, and generalizing---have helped us know how children perceive the world around them at different ages, and why they ask questions and interpret information in ways that seem strange to adults.

3. Piaget has formulated four qualitatively different stages of intellectual development:

   a. Sensory-motor---The period, during infancy, when children learn principally through their senses and their activity.
   b. Preoperational---The period which extends from the beginnings of language use to around the seventh year. Using language, children deal in new ways with those things with which they come into physical contact. They sort objects into classes, observe likenesses and differences, and begin to learn causes, results and sequences of events. Children's reasoning is limited by the inability to extend thinking beyond themselves and their own experience.
   c. Period of concrete operations---The starting point of thought is still the real and the concrete, but now children can think beyond the here and now. They can generalize, see ahead and back up in the thinking process.
   d. Period of formal operations---About the age of eleven, children's thinking is at last released from actual situations and objects. They can now envision alternatives to the way things are done and advance possible solutions

for their improvement. As a crowning achievement, they become able to evaluate the quality of their own thoughts.

E. Marie Montessori (1870-1952)

1. An Italian physician and educator, Montessori's work with handicapped and disadvantaged children led her to develop a philosophy and education method for working with young children.

2. She saw children as essentially good; education as a process of natural unfolding of what had been given children at birth.

3. She felt that children learned as they interacted with a stimulating environment.

4. The six basic components of the Montessori classroom environment are:

   a. Freedom
   b. Structure and order
   c. Reality and nature
   d. The Montessori Educational Materials
   e. Development of community life

III. CONTEMPORARY THEORISTS

A. Intelligence and Intellectual Development

1 J.P. Guilford

The primary inplication of Guilford's work is that intelligence is a many faceted and complex resource, not easily measured or estimated by a few instruments or quick judgments.

2. Piaget

The prominent feature of Piaget's theory is its emphasis on stages of development: zero to two--sensorimotor period; two to seven---pre-operational thought; seven to eleven---concrete operational thought.

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3. Jerome Kagan

Kagan's view of intellectual development has focused on changes and continuities and is based on the concept of schemes which is a continuous process affected by heredity and environment.

4. Jerome Bruner

Bruner's work is in many ways an extension of Piaget's with at least two exceptions. One is that Bruner avoids stages, preferring to consider intellectual growth as a gradual process. Bruner also questions Piaget's notion of disequillibrium. Bruner's three major instruments are action, imagery, and symbolic representation.

5. J. McVicker Hunt

Intelligence is viewed as the product of interaction between an individual and the environment.

B. Psychological Social Views

Psychology is currently divided into three major branches, each offering a different model of human nature. The three models are the psychoanalytic model, the behavioristic model, and the humanistic model. Each model contains numerous theories that vary somewhat, but the models remain distinct.

1. Erik H. Erikson

Eight Ages of Man---Encompasses an entire life span. Early childhood stages include the development of trust, autonomy, and initiative.

2. Abraham H. Maslow

Hierarchy of needs model offers explanations for what motivates people. He suggests gratification of basic needs such as physiological needs, safety, and love must precede the higher level needs of esteem and self-actualization.

learned. It is the adult perogative and responsibility to determine what the child should become and find the most effective and efficient means for structuring the program to achieve that result.

Some proponents: B.F. Skinner, Premack, Bereiter, Engleman

B. Maturationists Model

Maturationists emphasize the regularities within the organism. Within the "normal" setting or typical for the era, all children are expected to develop at whatever rates their own innate capacities permit. To maturationists teaching and child rearing involve the provision of an accepting and comfortable setting within which children can follow their own interests and needs within socially acceptable frames of reference. Instructional materials and educational experiences may be provided as they show readiness and interest. Maturationists prefer to foster the development of the "whole" child in directions inherent within him or her---rather than toward specific objectives.

Some proponents: Gesell, Ilg, Ames

C. Interactionist View

Interactionists assume that development, behavior, and learning are substantially influenced by both environmental influences and maturational processes. It is derived from insights by Piaget, who maintains that cognitive processes emerge from organism/environment interactions.

They differ from maturationists in attaching crucial importance to life encounters, and unlike environmentalists, they believe learning experiences cannot effectively be prestructured or accelerated to any appreciable degree. The crucial cognitive aspects of development are to be acquired through massive general contacts with the physical and social world. The fullest development stems from a broad range of child initiated experiences coupled with encouragement, guidance, and constant interchanges with teachers and peers.

Some proponents: Montessori

D. Eclectic Practice

It may be difficult to find any "pure" models or approaches in real-life settings since each program model is modified each time it is implemented. Each subsequent implementation brings further modifications. Eclectic early childhood programs are more common than any other kind.

3. B. F. Skinner

Behavioral theory has as one of its main tenets the generalization that all behavior is learned. Behaviorism focuses on reinforcements, generalizations and discrimination.

4. Bandura and Walters

Social Learning Theory---A greater emphasis on the social context in which learning takes place characterizes their theory from other behaviorists, with focus on imitation and modeling in explaining children's behavior.

C. Moral Development View

1. Lawrence Kohlberg

Research by Kohlberg and his associates has been interpreted to indicate that there is a natural series of three stages through which all children's moral reasoning must pass. This sequence is related to the child's level of intellectual development. Moral development in children can be promoted by discussing moral dilemmas and encountering higher points of view.

D. Integrated Views

1. Robert J. Havighurst and Phillippe Muller

Havighurst and Muller have incorporated key concepts from other theories into a single framework that considers many aspects of child development. Havighurst's concept of developmental tasks and Muller's tasks of childhood arises from three sources: physical maturation, societal expectations, and personal goals and values.

IV. PHILOSOPHIC VIEWPOINTS

A. Environmentalist Model

Humans are constantly being shaped by impinging environmental forces. They urge that the shaping of behavior in teaching be done intentionally and be directed toward desirable goals since knowledge and skills are acquired piece by piece, in cumulative fashion. The primary tasks of teaching is the careful sequencing of what is to be

CHAPTER VI

COMPARISON OF TYPES OF SCHOOLS

RATIONALE

Early childhood education programs are located in a variety of settings. Each setting serves a specific age group, has a specific sponsor, and exhibits unique characteristics. Since teachers of young children may work in any of these, they need an understanding of the basic structures in order to meet the goals of specific programs. Because each program is unique in structure, no comparison should be made with regard to acceptability or unacceptability of the quality of the programs.

ESSENTIAL CONTENT INFORMATION

I. KINDS OF FACILITIES AND DESCRIPTION*

  A. Day Care Center

    1. Two to sixteen years of age
    2. Eligibility generally based on economic need
    3. Hours usually from 7 A.M. to 6 P.M.
    4. Full time and part time staff
    5. Older children provided "home base" when not in school

  B. Head Start and Other Compensatory Programs

    1. Four to six years of age
    2. Summer and year-round programs supported by federal, state, and/or local funds
    3. Provide schooling for children considered culturally disadvantaged

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*Source: Hess, Robert D. and Craft, Doreen I., Teachers of Young Children. Boston: Houghton Mifflin Company, 1972, p. 23.

    4. Half-day sessions with hot meals
    5. Trained staff and aides who are usually from local area, volunteers and parent assistants

C. Kindergarten

    1. Five to six years of age
    2. Program geared to needs of children prior to entering first grade
    3. Some public, others private
    4. Generally headed by credentialled teacher with assistants

D. Laboratory/Demonstration School

    1. Two to five years of age
    2. Primarily intended to train teachers and used as a facility for research
    3. Commonly located on a school campus
    4. Student teachers from sponsoring institution of higher learning work under supervision of teachers from school faculty.

E. Nursery School

    1. Two and a half to five years of age
    2. Usually half-day sessions though many schools have programs both mornings and afternoons
    3. Most often privately owned or financed as a cooperative
    4. Some under adult education program for local school district
    5. Head teacher usually credentialled and has assistants, aides, and volunteers to help.

F. Parent Cooperative

    1. Two and a half to five years of age

2. Formed by parents to provide program for children and instruction for themselves

3. Parents participate regularly along with trained teachers.

4. Some night meetings with fathers and mothers

G. Play School

1. Two to six years of age

2. Private facilities in homes, churches, and other locations where owners are licensed (in some states) to take children for supervised play in small groups.

3. Can be half or whole day.

II. TYPES OF SCHOOLS*

Schools for young children differ in many respects, one of the major being sponsorship. Sponsorship is important because it determines the source of income to support the program and its characteristics. The following defines the sponsorship, source of income, and distinguishing characteristics of several types of school for young children.

A. Private

1. Proprietary schools

    a. One or more individuals
    b. Tuition
    c. Profit making
    d. Freedom to initiate program
    e. Limited resources for income

2. Educational corporations

    a. Group of people
    b. Tuition

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*Source: Click, Phyllis. Administration of Schools for Young Children. Albany, New York: Delmar Publishers, 1975, p. 15.

c. Shared resources for planning, purchasing, maintenance
d. Curriculum planned by originators, implemented by director

3. Franchise

a. Corporation
b. Tuition
c. Expertise supplied by franchisor if franchisor is knowledgeable.

4. Company, hospital, or apartment

a. Owner(s) of company, hospital or apartment
b. Tuition
c. Supplemented by owner(s)
d. Location close to work or residence

5. Cooperative or playgroup

a. Member families
b. Tuition
c. Fund-raising
d. Intense parent involvement
e. Less costly to operate
f. Opportunities for parent education

6. Private laboratory

a. Private college or university
b. Tuition
c. Departmental supplements
d. Model program design
e. Used for practice teaching placements

7. Parochial

a. Church
b. Tuition
c. Church supplements
d. Policies determined by church
e. Use church facilities
f. Is part of the church educational program

8. Community

  a. Community organizations
  b. Fund-raising and contributions
  c. Tuition
  d. May be designed for handicapped children.
  e. Requires knowledge of the community.

B. Public

1. Child Care Centers

  a. Local school district
  b. Federal, state, county, city
  c. Tuition
  d. Director functions as a manager.
  e. Often must accommodate large numbers of children.
  f. School district resources available.

2. Head Start

  a. Public or private nonprofit agencies
  b. Federal funds
  c. Tuition, minimal
  d. Designed to overcome deficiencies and prepare child for school.
  e. Community participation and control

3. Student day-care centers (laboratory)

  a. Student body association
  b. Public college or university
  c. Student body funds
  d. University or college supplements
  e. Conflicts may arise over content of program, student's ideas and college administration.
  f. Must be scheduled to meet the student class times.

4. Parent observation classes

  a. School district
  b. Adult education funds
  c. Parent is enrolled, child attends
  d. Purpose: education of parent

CHAPTER VII

TAXONOMY OF EARLY CHILDHOOD EDUCATION GOALS

RATIONALE

Defining goals for early childhood education programs is one of the most difficult tasks for the owners and directors. Often goals are broadly stated and define the purpose of the program rather than realistic goals for children. The "Taxonomy of Early Childhood Education Goals" was formulated by Hoephner, Stern, and Nummedal after extensive research of programs and literature. It defines, in terms of desired behavior, the logical divisions of goals in programs for young children.

ESSENTIAL CONTENT INFORMATION

I. THE AFFECTIVE DOMAIN*

A. Development of Personality

1. Shyness-Boldness

Such children are not excessively modest, seclusive, or reserved; do not avoid or withdraw from personal contact; are not overly-dominant or boisterous; they avoid excessive exhibition or ascendance; can be good leaders and good followers; have social poise.

2. Neuroticism-Adjustment

These children feel generally happy; tolerate variety and frustration; are not overly moody, irritable, timid, sensitive, or somber; are not excessively anxious, apprehensive, fearful, or emotional.

3. General Activity-Lethargy

These children maintain healthy levels of activity and curiosity; are not excessively apathetic, lethargic, fatigued, or listless; have healthy amounts of stamina, endurance, and energy.

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*Source: Hoephner, Ralph.

4. Dependence-Independence

These children become increasingly self-responsible, self-sufficient, and autonomous; have a healthy need for affiliation, friendship, and love; do not have an excessive need for attention, acceptance, approval, security, or succorance.

5. Self-Esteem

Such children develop healthy self-concepts, self-esteem, and self-confidence; develop a sense of personal worth, self-understanding, and security; develop an ability to present selves to others with confidence.

B. Development of Social Skills

1. Hostility-Friendliness

These children strive to be considerate of others, forgiving, friendly, affectionate, and cooperative; begin to be aware of needs, feelings, and wishes of others; are interested in people; make and keep friends; begin to develop positive affective means for emotional release; have senses of humor; are not excessively angry, aggressive, hostile, aloof, or defensive; are not selfish or self-centered.

2. Socialization-Rebelliousness

Such children know when to conform and the worth of obedience; avoid excessive rebelliousness; do not reject authority or disrespect their country; are not persistently disorganized, sloppy, or reckless; develop a reasonable and consistent code of behavior; are capable of self discipline, courteous, polite, respectful, and hospitable; expect no special privileges or advantages; respect public and private property; share things willingly.

C. Development of Motivation for Learning

1. School Orientation

These children develop favorable attitudes toward attending school, teachers, school administrators, learning, and an interest in academic subjects.

2. Need Achievement

These children are reasonably ambitious, persistent, and competitive; develop reasonable aspirations; continue direction in spite of frustrations, handicaps, failures, and difficulties; have reasonable needs for superiority; do their best; recognize their best efforts; appreciate the achievements of others; set standards for themselves.

3. Interest Areas

Such children begin to develop a wide variety of interests; engage in various indoor and outdoor recreational activities; enjoy many school subjects and activities; begin to develop potential career interests.

D. Development of Aesthetic Appreciation

1. Appreciation of Art

These children respond emotionally to moods and feelings in art; enjoy non-directed self-expression through the various art media; express satisfaction and pride in creativity and self-expression; make judgments about art work, including their own.

2. Music Appreciation

These children like different types of music; develop interests in music as a part of school and life experiences; appreciate beauty as expressed through song and dance; develop enjoyment of music; use music and dance as a means of self-expression.

II. THE INTELLECTUAL DOMAIN

A. Cognitive Functioning

1. Spatial Reasoning

These children develop and use skills in spatial visualization and orientation; are able to identify directions, such as up, down, over, under, with or without their own bodies as references.

2. Classificatory Reasoning

Such children recognize and produce superordinate-subordinate relationships or class membership based on common properties; use classification schemes consistently; evaluate classification schemes.

3. Relational-Implicational Reasoning

These children recognize and produce syllogisms, analogies, syllogistics, and analogic reasoning; recognize and produce inferential solutions to problems.

4. Systematic Reasoning

These children recognize, produce, and evaluate complex rules and relations, including ordering tasks; use the analytic-deductive conceptual style; solve complex problems.

5. Attention Span

These children develop selective attention; increase overall time of concentration; attend to a wider variety of stimuli; can easily shift attention as needed.

B. Creativity

1. Fluency

These children develop fluent production and processing of familiar information; fluently produce and elaborate upon information; fluently produce original information.

2. Flexibility

Such children recognize the identity of an object or process seen from different viewpoints; produce reinterpretations and redefinitions of known information; learn basic conservation principles. e.g., conservation of volume.

C. Memory

1. Span and Serial Memory

These children memorize series, sequence, and lists by rote.

2. Meaningful Memory

These remember meaningful ideas and information, non rote.

3. Visual Memory

These remember what things looked like, how they were shaped.

III. THE PSYCHOMOTOR DOMAIN

A. Physical Coordination

1. Eye-Hand Coordination

These children are able to draw a line; can copy and trace basic forms; learn to use manipulative toys; aim and throw accurately.

2. Small Muscle Coordination

These children are able to hold a pencil in a position for writing; open a book and turn its pages, screw nuts on and off bolts; are able to use scissors proficiently; can color within boundaries of lines.

3. Large Muscle and Motor Coordination

These children learn to move their bodies at varying speeds and with varying means of locomotion; are able to control balance during body movements; hold and carry objects carefully, respond to rhythm with body movements; show controlled walking, running, skipping, jumping, and other fundamental actions.

IV. THE SUBJECT ACHIEVEMENT DOMAIN

A. Arts and Crafts

1. Oral Comprehension of a Foreign Language

   These children respond to basic and idiomatic foreign language

2. Speaking Fluency in a Foreign Language

   These children speak basic and idiomatic language in an acceptable manner; develop sontaneous expressiveness; speak with good pronunciation.

3. Interest in and Application of a Foreign Language

   These children participate in foreign language activities in class and independently.

4. Cultural Insight Through a Foreign Language

   These understand and accept another culture due to study of the language.

C. Function and Structure of the Human Body

1. Identification of Body Parts and Positions

   These children know and can identify various external body parts; manipulate them on command; identify right and left body parts.

2. Growth and Development

   These children begin to understand the process of growing up; understand the value of rest, sleep, and of exercise.

3. Knowledge of Emotional Health

   These children understand their emotions; know how the environment, events, and physical well-being can affect their feelings, emotions, and behaviors; are aware of how people may act when sad, angry, disappointed, hungry, tired, etc.

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4. Identification of Self and Surroundings

Such children have realistic mental images of their own bodies; understand their relationships to the immediate environment.

D. Health

1. Knowledge of Personal Hygiene and Grooming

These children develop knowledge of cleanliness in relation to health, learn table manners; understand care of teeth and the function of food in building and maintaining the teeth.

2. Practicing Personal Hygiene and Grooming

These children keep hands and fingernails clean; learn toilet training; dress themselves; care for hair; keep clothes neat and clean; practice dental health; care for eyes, ears, and nose; develop good posture habits.

3. Knowledge of Food and Nutrition

These children learn the importance of drinking water; realize the value of milk and dairy products in the diet; learn the importance of eating regular meals.

4. Practicing Food and Nutrition

These children eat balanced meals; drink proper amount of water.

5. Knowledge of Prevention and Control of Disease

These children learn detection of symptoms of disease; understand the relationship between cleanliness and health; learn simple first-aid procedures; understand the purpose of immunization.

6. Practicing Prevention and Control of Disease

These children treat and avoid colds; use simple first-aid procedures; sleep enough; get proper amounts of exercise and activity.

E. Mathematics

1. Counting and Operations with Integers

These children recite numbers correctly and in order; relate counted numbers to numerosity of things; add and subtract whole numbers; check answers.

2. Comprehension of Sets in Mathematics

These children recognize sets and understand set membership; perform basic set operations.

3. Comprehension of Numbers in Mathematics

These children identify and discriminate numbers and numerals; know cardinal and ordinals and the number line; know odd and even numbers.

4. Comprehension of Equality and Inequality in Mathematics

These children understand basic ideas of numberical equality and inequality; understand ideas of parts of things and how they relate to the whole; have a familiarity with fractional terminology.

5. Arithmetic Problem Solving

These children solve simple problems of everyday life; learn names of coins and value relationships; develop an interest in problem solving.

6. Measurement Reading and Making

These children understand the concepts of length, volume, weight, time, and temperature, and how to measure them.

7. Geometric Vocabulary and Recognition

These children recognize and name the basic geometric shapes and components; understand the concept of closed figures, curved and straight, make basic comparisons among geometric shapes.

F. Music

1. Aural Identification and Music Knowledge

These children recognize melodies of familiar songs; recognize obvious changes in tempo, dynamics, rhythm, and harmony, learn to listen to identify sounds; identify simple musical instruments.

2. Singing

These children sing in tune and with good tone quality; begin to sing rhythmically; develop happy, spontaneous group singing.

3. Instrument Playing

Such children explore the sounds of percussion instruments and various ways to play them; learn to play simple patterns of tone and rhythm.

4. Rhythmic Response (Dance)

These children keep time with music; develop ability to respond to music through large body movements; express themselves freely in dance; imitate rhythmic movements; learn simple dances.

G. Oral Language Skills

1. Oral Semantic Skills

These children utilize a spoken vocabulary relevant to needs and emotions, to home and family, to school activities, to community and environment.

2. Oral Phonology Skills

These children produce initial, medial, and final consonant sounds; consonant blends, and digraph sounds, and long and short vowel sounds in spoken words.

3. Oral Syntactic Skills

Such children complete sentences; use determiners, auxiliary words, and verb tenses correctly; construct substitutes or parts of speech and transformations.

4. Oral Morphology Skills

These form plurals of parts of speech; construct and use compounds and contractions; use possessives correctly; construct and use prefixes and suffixes correctly.

H. Readiness Skills

1. General Readiness Skills

These children recognize spoken word meanings; understand pictorial representations of meanings; translate between auditory and pictorial representations of meanings; follow directions.

2. Visual Discrimination and Recognition

These children distinguish and name colors, shapes, sizes, and letter forms rapidly and accurately; read from left to right; have good figure-ground distinction; develop mental imagery.

3. Auditory Discrimination and Recognition

These children differentiate among sounds; identify gross sounds and common environmental sounds; differentiate directions of sources of sounds; distinguish among sound characteristics; identify the number of words in a sentence and the number of syllables in a word; identify accented syllables.

4. Kinesthetic and Tactile Perception

These children exhibit kinesthetic and tactile recognition and perception.

I. Reading and Writing

1. Recognition of Word Meanings

These children have growing reading vocabularies; recognize word meanings through context; recognize synonyms and opposites.

2. Understanding Ideational Complexes

These children grasp the thought of short written sentences and paragraphs; recognize main ideas of longer written communications.

3. Oral Reading

These children read aloud with smoothness, emphasis, and intonations; phrases reading correctly by attending to punctuation marks.

4. Writing

These children can independently write their names and other basic words.

5. Familiarity with Standard Children's Literature

These children are acquainted with a variety of children's classics.

J. Religion

1. Religious Belief and Practice

These children apply religious precepts to everyday life; understand basic religious doctrines; participate in religious activities and believe in their religion.

K. Safety

1. Understanding Safety Principles

These children understand the reasons for practicing safety; know common causes of accidents; have knowledge of safety principles to help prevent accidents; know what to do in case of an accident or other emergency.

2. Practicing Safety Principles

These children put into practice their safety knowledge to avoid accidents and maximize safety.

L. Science

1. Observation and Exploration

These children observe and explore the world around them, including the earth, matter, environment, and living things.

2. Knowledge of Scientific Facts

These children develop basic science vocabularies; know of important scientists and their discoveries or inventions.

3. Appreciation of the Scientific Approach

These children develop a scientific attitude toward the unknown; develop an appreciation of nature; acquire techniques of scientific procedure; appreciate science's benefits to man.

4. Development and Application of Scientific Attitude

These children develop scientific interests as leisure time activities; use science as a means of problem solving by making observations, asking questions, gathering evidence, and evaluating conclusions.

M. Social Studies

1. Community Health and Safety

These children learn about community helpers who protect our health and safety; know how children can help to maintain community health and safety.

2. Cultural-Economic Geography

These children become aware of people in other countries and appreciates their contributions; understand relationships of home, family, and community; know the roles and values of various types of workers, communications, and travel.

3. Democratic Practices

These children know about nature and the environment; learn ways to and from school; know their neighborhood; learn simple

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geographic concepts; understand simple maps; learn concepts of distance and direction.

4. History

These children develop a sense of the past; acquire simple historical facts; understand the meaning of some holidays; begin interpreting current events and developing an interest in them.

V. CATEGORIES OF LEARNED BEHAVIOR

Levels of learned behavior and divisions within each category:

A. Psychomotor (Physical)

1. Single neuromuscular response
2. Motor sequence
3. Complex skill

B. Cognitive (Mental)

1. Memorized
    - a. Naming
    - b. Serial memory
    - c. Component memory
2. Complex Cognitive
    - a. Concept learning
    - b. Rule learning
    - c. Problem solving

C. Affective (Emotional)

1. Emotion
2. Motivation interest
3. Attitude value

CHAPTER VIII

TEACHER RESOURCES

INTRODUCTION

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system, the individual teacher can better organize his/her time to meet the individual needs of the children.

When activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide, or substitute can become familiar with what is being done and be of assistance to the teacher. In addition, the file cards provide a useful reference for future teaching of young children and provide a resource when the teacher is at a loss for activity ideas.

ESSENTIAL CONTENT INFORMATION

I. SETTING UP THE ACTIVITY CARD FILE

A. Procedures for Developing the File

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.
4. Keep extra cards available to write up new activities you learn from other teachers and at workshops.

B. Suggested Curriculum Divisions

1. Topical
    - a. Art
    - b. Body skills
    - c. Family
    - d. Health
    - e. Language
    - f. Mathematics
    - g. Movement

    - h. Music
    - i. Nutrition
    - j. Safety
    - k. Science
    - l. Self-concept
    - m. Social Science
    - n. Transitions

2. Developmental

    - a. Fine motor
    - b. Gross motor
    - c. Social
    - d. Emotional
    - e. Cognitive
    - f. Language
    - g. Appreciation

II. COMPONENTS OF AN ACTIVITY CARD

A. Teacher Developed Activities

The following format would be used for activities which the individual designs or develops after seeing the activity presented by someone else. It should not be used to duplicate information from a resource which the teacher has available for future use.

1. Concept or Skills---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Objective---A statement of the behavior(s) that the child(ren) should be able to perform upon completion of the activity.

6. Materials---A listing of all the items needed for carrying out the activity.

7. Procedures---A sequential listing of all the steps involved in carrying out the activity.

8. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

9. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

10. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were acoomplished. The recommendations would also include statements useful for future reference about how the activity could be improved, appropriateness for age level, etc.

B. Activities from Resource Books

The following format would be used for activities which can be found detailed in a resource which the teacher possesses or has readily available. It is not necessary to duplicate the information in the resource, but an activity card needs to be written to aid in location of the information.

1. Concept or Skill---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Resource---The title of the resource where the activity is detailed.

6. Page---The page number in the resource where the activity is detailed.

7. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

8. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

9. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity might be improved, appropriateness for the age level, etc.

III. SAMPLE ACTIVITY CARDS

(See page 50)

IV. RESOURCE UNIT CARDS

A. Definition

A summary of the activities and resources available for teaching a specific concept or theme.

B. Purpose

A resource unit card provides a quick, easy reference for developing weekly and daily plans. It provides an overall picture of an instructional unit.

C. Components of the Resource Unit Card

1. General concept or theme

2. Specific objectives for the children to accomplish to develop an understanding of the theme or concept

3. Titles of specific activities, resources, field trips, etc. that will be utilized in teaching the concept or theme. (Specific activities will be detailed on activity cards and complete plans will be written in the instructional unit).

4. Resources

   a. Books, stories, films, pictures
   b. Poems, fingerplays
   c. Songs, records, rhythms
   d. Dramatic play themes
   e. Outdoor activities
   f. Art activities
   g. Field trips
   h. Manipulative materials
   i. Visitors
   j. Cooking experiences
   k. Group discussions
   l. Other

V. SAMPLE RESOURCE UNIT CARD

(See page 52)

VI. RESOURCE FILE

A. Definition

An organized collection of materials to support the instructional units. The file includes materials which the teacher will utilize in activities with the children. Utilization of specific materials will be detailed on activity cards.

B. Purpose

To provide a convenient method for organizing pictures, flannel stories, etc. for utilization while teaching.

C. Organizing the Resource File - Pictures Section

1. Gather a variety of pictures to support the range of concepts you will be presenting to the children.

2. Cut out, mount, and cover with contact paper.

3. Sort pictures into categories.

4. Label folder and file pictures.

5. Similar folders can be made for flannel stories, patterns, picture cards, etc.

6. Concepts which the picture teaches and questions about the picture which will develop a concept should be written on the back of each picture.

D. Organizing the Resource File - Flannel Stories, Puppet Stories, Etc.

1. Sort stories into categories.

2. Label folders and file stories.

3. Include concepts which the story teaches and questions about the story on the story script.

E. Other Materials

1. Transitions

2. Recipes

3. Bulletin board ideas/materials

4. Songs

F. Organizing the Resource File - Children's Books and Stories

1. Write a book card on any children's book or story you feel will teach the concepts of your program, support the themes, entertain the children, teach language, etc.

2. Each book card should contain the following:

   a. Title
   b. Author
   c. Publisher
   d. Date of publication
   e. Cost (if available)
   f. Summary of content
   g. List of concepts the book or story teaches
   h. Where book is located---center, library, home, etc.

3. Sort cards into categories.

4. Label folders and file cards.

5. Sample book card
   (See page 54)

G. Organizing the Resource File---Parent Education Materials

1. Gather a variety of materials which are good teaching aids for parents. These may include pamphlets, flyers, booklets, materials which you make yourself, etc.

2. The materials should be ones which you can obtain free or which may be reproduced for distribution,

3. For each piece of material, attach a card listing the following:

   a. Title of material
   b. Where material can be obtained
   c. Contact person, if applicable
   d. Cost (if any)
   e. Basic Concepts which the material presents
   f. Evaluation of the material

4. Sort materials into categories.

5. Label folders and file materials.

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she learns from others, makes up himself/herself, etc. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Objective:	
Materials:	
Procedures:	
Other Concepts/Skills:	Other Activities:

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she finds in books and materials which he/she owns or has ready access to in the center. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Resource:	
Page:	
Other Concepts/Skills:	Other Activities:

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:

CURRICULUM AREA:

Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:

CURRICULUM AREA:

Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

BOOK CARD

The following is a reduced sample of the Book Card for the trainee to write up children's books which he/she reads and has access to for use with the children. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of the curriculum book.

Concept/Skill:

Title:

Author:

Publisher:

Cost: (If available)

Summary or description of the content:

List of all major concepts which the story will teach:

CHAPTER IX

ROOM ARRANGEMENT

RATIONALE

An adequate room arrangement is necessary for a program to function effectively. It helps establish the learning environment and provides organization and consistency to meet the children's security needs.

When rooms are arranged according to the developmental levels of the children and the program goals and objectives, teachers can devote more time to children's learning. Rooms that are designed to the sights, sound and movements of children will provide an environment that fosters growth and development.

The manner in which the total environment is arranged within the early childhood center has a great impact on the quality of activity which occurs within that environment. One of the primary aspects of environmental structuring is the planning and organization of learning centers.

There are various possible centers which can be set up; the type implemented will be dependent to some extent on factors such as the physical space and material resources available. However, the primary factor in setting up learning centers will be the knowledge base and educational philosophy of the teacher responsible for planning and organizing the environment and implementing the program.

ESSENTIAL CONTENT INFORMATION

I. PHYSICAL CHARACTERISTICS

A. The physical environment helps establish the early childhood program. To some extent, it determines children's responses to their first school experience.

B. Various factors should be considered when selecting or developing the physical facilities for preschool children.

1. Space: In most states, it is recommended that from 40-60 sq. ft. per child be provided indoors and 75-100 sq. ft. per child outdoors.

2. Shape: A large rectangular room is usually best.

3. Location: The room should be on the ground floor. It should be located off busy streets if possible.

4. Entrance: The room should have a separate entrance if possible. It should also have a private entrance leading to playground if possible.

5. Toileting facilities: The room should be equipped with or near to toilet and water facilities. (Toileting facilities should be scaled for the particular age group. Provide low drinking fountains if possible. Hot water, however, should not be at a low sink.)

6. Acoustics: The noise level in room should be as low as possible. Provide drapes, carpets, acoustical tile, pad chair legs, cloth tables, etc. to reduce noise.

7. Floors: Provide flooring that is cleanable and durable. A space should be carpeted for floor activities (ex., blocks), but also leave a space for messy activities not carpeted (ex., easel painting for easy clean-up).

8. Walls: Walls should be sound-absorbing is possible. Movable walls within the classroom such as partitions make for a more flexible classroom.

9. Color of classroom: Make classroom gay; however, "easy does it". Too many bright colors tend to stimulate rather than relax children. Pleasant pastels are recommended.

10. Ventilation and heat: The most desirable ventilation is draft-free and across open windows. Heating fixtures should be guarded.

11. Lighting: If possible, every classroom should have windows for natural lighting to create a light, airy look. Adequate lighting is essential. Adjust lighting to particular activities, available sunlight and existing room conditions.

12. Resting facilities: for napping, provide elevated cots. The are should be quiet, have minimum of lighting, and be well-ventilated.

13. Storage space: All children should be provided a space for their belongings. Low storage should be provided for teacher's supplies and equipment not in use.

14. Staff space: An area for isolation of a sick child, parent conferences, teacher office and/or lounge should be provided.

15. Furniture: Furnishings should be flexible and functional. The following guidelines should help in furniture selections.

    Furniture should be:

    a. Movable, if possible
    b. Durable
    c. Scaled to children
    d. Compact, storable, and/or stackable
    e. Easily cleaned

    Note: Do not over-crowd your room with furniture! It is not necessary to provide a table and chair for each child unless you really use that space at lunchtime. Also, it is possible to use tables in other areas such as the housekeeping area for lunch purposes to eliminate so much floor space taken with tables.

II. TYPES OF LEARNING CENTERS USUALLY INCLUDED IN THE PROGRAM

A. Art Center---A place for painting, collage-making, cutting, pasting, chalking.

B. Block-Building Center---A place to create with large and small blocks (to build a farm, fort, boat, etc.) and for sociodramatic and imaginative play.

C. Dramatic Play Center---A place for sociodramatic and imaginative play.

D. Language Arts Center---A quiet place to be alone, to explore the world through looking at books, or to listen to stories recorded on cassette tapes through earphones.

E. Mathematics Center---Items to be included here would be such things as scales for balancing, containers for measurement, cuisinaire rods, counting beads, felt and sandpaper numerals, an abacuses and other materials for seriation and classification.

F. Music Center---A place for listening to records or cassettes; for singing, creative dance and movement; or for playing instruments.

G. Science Center---A place to learn about nature; to display what the children find at home or on a nature walk; or to use for exploration and problem solving.

H. Manipulative Play Activities Center---Items included here are toys and games which lend themselves to sitting at low tables in child sized chairs: puzzles, lotto, leggo, small cube blocks, etc.

I. Woodworking Center---A place for activities such as sawing, hammering, glueing wood into models, sanding, and painting.

III. PHYSICAL ARRANGEMENT OF LEARNING CENTERS

A. Learning centers should be spatially separated according to noise and activity level. Noisy and active areas should be located away from ones requiring a quiet place.

B. Locate centers which encourage creativity or sustained activity; for example, the block center or language arts center should be placed out of the direct line of traffic so the child can work uninterrupted.

C. Provide one learning center each day whick allows privacy for the individual child. This could be done through the location of the book area or music listening area.

D. Place interesting centers at various locations throughout the room to cut down on the number of children congregating in one place. This allows children in each learning center to become involved in their chosen activity with less noise and activity level. It also minimizes confusion and friction.

E. Locate learning centers according to the placement and amount of available storage space as well as other facilities needed for specific learning centers. For example, the blocks require a large amount of open storage space; the creative arts area needs to be located near natural lighting, a sink, and storage for art materials.

F. The storage space for each learning center should have open storage space available for the materials and equipment the children will use in the center.

IV. VALUE OF LEARNING CENTERS

A. Physical skills

B. Cognitive growth

   1. Language

   2. Creativity

   3. Problem solving

C. Social skills

D. Emotional development

V. SCHEDULING AND SELECTION OF LEARNING CENTERS

A. Learning centers should be selected which are appropriate to the levels of development of the children in your class.

B. Centers should be selected which are appropriate for the interests of your students.

C. Various centers should be available from day to day. However, certain ones such as the block and dramatic play centers should always be available.

D. Have an appropriate amount of equipment in each center. When there is too little equipment, the child may lose interest by having to wait too long for a turn, or there may not be an adequate amount of materials to stimulate or sustain the interest of individual children. Conversely, too much equipment may be overstimulating and prevent the child from being able to sustain an activity and follow it through to completion.

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E. Vary equipment within a center of interest to correspond to a particular content area being emphasized at that particular time. For example, when studying about community helpers, various prop boxes could be gradually introduced in the housekeeping area for various community helpers---fireman, policeman, doctor, etc. (Refer to unit on sociodramatic play---prop boxes).

F. Have a good variety in the types of learning centers available for selection each day. This helps to keep interest levels high.

G. For facilitating their growth, the variety in learning centers available each day should provide for the various levels of the children's development. Available centers could be varied daily or weekly.

H. The learning centers should be set up before the children arrive at school to facilitate a high level of involvement and a smoothly-functioning program.

I. The daily schedule should be arranged to allow children sufficient time within a learning center to become involved in a project and to carry the process through to completion.

VI. THE TEACHER'S ROLE IN THE LEARNING CENTER

A. Plan and organize the centers (Refer to Sections A, B, C, D.)

B. Help a child who is having trouble being included to enter into a group activity. For example, when children are having trouble entering a sociodramatic play situation revolving around home life, you might help them enter into the situation by introducing them as someone who has come to visit.

C. To encourage thinking and problem-solving skills, raise questions about aspects of the children's play as it progresses. These questions should be open-ended and lead to further questions and discussions as much as possible.

D. Assist children in resolving situations that they cannot handle, such as when two children get into a fight over one toy, or a child becomes overly excited and needs to be removed from the situation for a while to calm down.

E. Assist children in transitions from activities in one center to another. One way is to inform children ahead of time that it is almost time to change so they can bring closure to their current project.

F. Assist children in the appropriate use of materials when this is needed. Children need to have the freedom to explore with materials in their own way, but sometimes they need some direction. For example, a child who has not used a magnet before and is using it to bang on the table can be shown how the magnet can be used to pick up certain metal objects.

G. Lead children into future activities to stimulate further activities and growth: For example, if a child seems quite interested in playing with a magnet for picking up objects on the science table, the child could also be shown that while the magnet will pick up some objects within the classroom, it has no effect on others. The child could be encouraged to explore this on his own.

H. Observe children to note developmental abilities and plan for both individual and group activities based on these informal assessments.

VII. THE ART CENTER

The well-planned art center provides opportunities for meeting many goals of children's development. As children paint, cut, draw, paste, and mold clay, they are developing eye-hand coordination and fine motor skills which are prerequisites for reading and writing. Art activities are social in nature, but they also foster language development. Intellectual concepts are learned during every project, and the child gains emotional release through manipulation of various media. Art activities provide children avenues for creativity, self-direction, and independence if supervising adults will grant them this freedom.

A. Physical Arrangement of the Art Center

1. Locate away from areas of traffic.
2. Locate near a water source; a sink in the art area is beneficial.
3. Locate near other quiet activities.

4. Provide a means for displaying the children's work; wall drying racks, clothesline on pulley, etc.

5. Place near a window for natural light.

6. Provide adequate space to permit individual freedom of movement and selection of work space.

7. Provide available and reachable space for children's self-selected art activities.

B. Selection of Materials and Equipment

1. Equipment should be scaled to the children's size.

2. Provide a rich variety of media to meet individual developmental needs of children.

3. Select materials and equipment appropriate for the children's developmental levels.

4. The amount of materials made available at one time should be proportionate to the amount of space available.

5. Select media appropriate for unstructured activities.

6. Provide media which allows each child to experience success.

7. Provide a variety of materials appropriate to the age level of the children---younger children would be exposed to fewer, basic materials.

8. Select quality materials and equipment. This aids in promoting pleasant, successful experiences.

C. Sample Listing of Materials and Equipment

1. Good quality crayons, large and unwrapped

2. Colored chalk

3. Felt-tip pens (multi-colored)

4. Paste

5. Scissors (both left and right handed, blunt ended) and a scissors' rack

6. Glue (clear drying)

7. Paper (basic to every art center)

    a. Newsprint (unprinted newspaper in large sheets with stub ends from newspaper office)
    b. Manila paper (heavier than newsprint) which is good for crayons, chalk, felt-tip pens, and some pasting.
    c. Finger painting paper (shelf paper can be substituted which is less expensive)
    d. Heavy white paper (provide on occasion for painting and to increase visual awareness)
    e. Butcher paper (for murals, large collages, etc.)
    f. Newspaper (provide on occasion for easel painting)---it has a pretty effect and is useful for clean up.
    g. Construction paper (multi-colored)
    h. Miscellaneous paper (wall paper, books, holiday wrapping paper, printer remnants, etc.). Use architect paper which is often used on only one side.

8. Paints

    a. Poster or tempera paint (powdered or prepared), using soap to extend
    b. Finger paints (commercial or classroom made)

9. Brushes

    a. Easel brushes (large or full)
    b. Paste brushes

10. Tapes

    a. Masking
    b. Cellophane (plastic)
    c. Dispenser

11. Clay

12. Playdough

13. Bowls for paints and clay

14. Sponges

15. Trays (small) for finger painting and the organization of self-selected art activities

16. Linear three-dimensional materials (these are good to have on hand for collages and other contruction art activities)

    a. String, thread, yarn, wire
    b. Rick-rack, sewing tape, bias tapes
    c. Thin rubber tubing
    d. Basket reed
    e. Colored sticks, toothpicks, thin towels
    f. Pipe cleaners
    g. Q-Tips, spools, tongue depressors
    h. Cotton balls, sponges
    i. Spaghetti (all noodle products)
    j. Fabric scraps
    k. Paper sacks, scrap paper
    l. Salt, sand, sawdust, coffee grounds, soapflakes

17. Stapler and staples

18. Hole punch

19. Smocks

20. Chalkboard

21. Easels

22. Portable tub (if sink is not available)

VIII. THE BLOCK CENTER

A building center for young children provides a place for developing human relationships while promoting manipulative skills. Creativity is encouraged; opportunities for dramatic play, social living, and cooperation are there when the center is well equipped and wisely supervised. This area provides the children with a foundation for reasoning, mathematics, problem solving, basic engineering and architecture. Mastery over blocks and the feeling of power it gives also helps to foster the children's self esteem.

A. Physical Arrangement of the Block Center

1. Locate away from traffic patterns.

2. Locate away from quiet interest centers.

3. Plan adequate floor space.

    a. Thirty five square feet per child is recommended footage.
    b. Ideally, the block center should be large enough for eight children to build roads, rivers, bridges, etc.
    c. A space of 280 square feet (24' x 20') is appropriate for a group of eight children.
    d. If your space is less than 175 square feet (12' x 15'), the block center should be limited to five children.

4. Place a rug or carpet on the floor.

5. Provide appropriate storage facilities.

    a. Storage facilities for children should be placed low. This promotes independence and encourages a smooth-running preschool.
    b. A block bin on wheels can be provided for supplemental block storage.
    c. Shelves should be located near the building area.

6. Allow children sufficient time to enjoy their block creations.

B. Selection of Materials and Equipment

1. All blocks should be designed to fit together mathematically, each size twice as long or wide as the preceding size.

2. Blocks should be sanded smooth and free from splinters.

3. Blocks should be waxed or shellacked rather than painted.

4. There must be an adequate supply of blocks and accessory equipment to stimulate and sustain activity.

5. Provide an adequate variety of types of blocks to stimulate thinking and creativity.

C. Sample Listing of Materials and Equipment

1. Hollow wooden blocks of sturdy hardwood made in multiples of each other so that they fit together accurately. Recommended numbers and sizes:

   a. 36 hollow blocks 12" x 12" x 6"
   b. 12 hollow blocks 24" x 12" x 6"
   c. 12 half units 12" x 6" x 6"
   d. Auxiliary boards and ramps

2. Set of 500 building blocks ("unit blocks") of solid hardwood in carefully-engineered multiples. When too few blocks are provided, children are not challenged and may not explore in depth the block activities that exist.

3. Set of 60 hollow cardboard blocks. These are much more economical than wooden blocks. They are shoe-box size and reinforced with an inside filler which makes them quite strong.

4. Table blocks of an assortment of one-inch cubes, parqueting blocks

5. Basic accessories:

   a. Transportation toys---Cars, trucks, fire engines, boats, planes, trains (if space allows)
   b. Miniature people and animals made of rubber, plastic, wood or cardboard. (Note: Accessory toys should be rotated so that a limited number are available at one time in order to provide more meaningful experiences to the children.)
   c. Boards and ramps

6. Additional accessories

   A number of additional accessories can be divided by the innovative teacher. These, too, should be rotated.

   a. Samples of lineleum squares, tile, or rug

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b. Shells for "plates" or decoration
c. Pegs, small sticks, and stones as "cargo" on boats and trucks
d. A variety of small containers
e. Lumber scraps
f. Popscicle sticks for signs and fences which will stand up with platecene base
g. Rubber tubing which can be tacked to a cylinder block to make a simple gas pump
h. Excelsion---hay for farm animals
i. Signs, printed by the teacher on sturdy tag board at children's request. These can be saved.

IX. THE DRAMATIC PLAY CENTER

A dramatic play center that is planned and implemented by a knowledgeable teacher can be an important element in promoting children's development. Because children learn best when actively involved with their environment, dramatic play is a very natural medium for learning. As they play, strategies are developed for solving problems and for developing more complex play episodes. Experience is gained in social interaction. Children are helped to advance from their egocentric positions as they play many roles. Language, communication skills and creative ability are all enhanced. The emotional needs of the children are met as conflict situations can be safely dealt with and they have the freedom to assume any roles that they wish to play which provides both ego-gratification and role-exploration.

A. Physical Arrangment of the Dramatic Play Center

1. Locate away from the activities which require the greatest degree of quietness and privacy.

2. Provide adequate space to accommodate enough child-size furniture to make the play realistic and allow children freedom of movement. (approximately 35 sq. ft. minimum)

3. Locate near a water source if possible.

4. Provide appropriate and adequate storage space for the varied materials in the center: pegboard for housekeeping materials such as broom and dustpan, etc.; a clothesrack or closet for clothes; storage shelves for pots and pans; etc.

5. Placing the dramatic play area and block area together may compliment both areas.

B. Selection of Materials and Equipment

1. Provide dolls that are unbreakable and washable.
2. Select equipment that is scaled to size for preschool children.
3. Provide materials to stimulate spontaneous role playing of familiar persons.
4. Introduce children to materials to stimulate new roles for dramatic play.
5. Be alert to the many items which can be obtained free of charge which make excellent props.
6. Select equipment that is well constructed and durable.
7. Rotate some of the materials in this center regularly. However, some materials such as housekeeping furniture would probably always be present.

C. Sample Listing of Materials and Equipment

1. Full length mirror
2. Puppets
3. Various blocks
4. Tape recorder and cassettes
5. Telephones (real ones if possible)
6. Equipment and materials related to family living and housekeeping:
    a. Boy and girl dolls of different races
    b. Child-sized appliances including a sink, stove, and refrigerator
    c. Small table and chairs

d. Rocking chair
e. Doll furniture
f. Dishes and cooking utensils
g. Dress up clothes for both sexes including shoes, gloves, hats, purses, ties, etc.
h. Iron and ironing board

7. Typewriter

8. Dramatic play kits

Items that go together to suggest a particular type of activity can be placed in a sturdy box ready for use.

a. Items in a beauty parlor---Plastic brushes, combs, cotton balls, powder, scarves, unbreakable mirror.
b. Supermarket---Cash register, play money, paper pads, pencils, paper sacks, empty food containers, wax fruit.
c. Post office---Large index cards, stamp pads, crayons, stamps, (i.e., Christmas seals), shoe box with slot cut in front.
d. Doctor's office---Tongue depressor, old stethescope, satchel, bandaids, cotton balls, nurses cap, discarded hypo syringes without needles (should be boiled), uniform.
e. These represent only a sample of the themes which could be used for kits. Others include: restaurant equipment, service station items, fireman needs, plumber tools, farmer tools, mail carrier needs and business office supplies, etc.

X. THE LANGUAGE ARTS CENTER

Skill in the use of language is a crucial factor in the competence of an individual. This includes the ability to listen, speak, read, and write. Varied materials and teaching techniques are used in the language arts program in the preschool to promote the child's language ability.

Development in language is interrelated with all other aspects of development. Language and communication skills facilitate social development. Intellectual development and language development are very closely related; as children acquire language they use verbal symbols to represent mental images. Children's language development is obviously related to their physical development as any physiological problems will be a deterrant to language. Language enables children to verbally express both good and bad feelings, but most important, good language skills help children feel good about themselves.

A. Physical Arrangement of the Language Arts Center

1. Locate this center near other quiet centers and away from traffic lanes.
2. Provide adequate lighting for looking at books.
3. Provide a low-standing display shelf so that books are at children's eye level. Position books so that their covers show.
4. Carpet or provide a rug for this area.
5. Provide inviting areas for children to sit and look at books in privacy such as a rocking chair, cushions, or old bath tub with cushions.
6. Provide a table and chairs scaled to size for children for language arts activities.
7. Place objects for children to view at their eye level.
8. Use screen dividers and bookcases to cut down distractions in this center.

B. Selection of Materials and Equipment

1. Select books appropriate to the age level of the children.
2. Change the book display regularly.
3. Provide materials that provide variety in literature and storytelling, such as puppets, flannel board, stories, tape recorder, etc.
4. Provide several books on a low shelf from which children may select.
5. Provide other items which make this area inviting such as an attractive bulletin board, stuffed animals or dolls.

6. Provide materials for developing listening skills.

7. Provide a viewing center for common experiences and vocabulary enrichment.

C. Sample Listing of Materials and Equipment

1. Flannel board and figures
2. Record player and earphones
3. Records
4. Tape recorder
5. Recorded cassettes and blank cassettes
6. Individual filmstrip viewers
7. Filmstrips
8. Puppets
9. Large crayons and pencils
10. Paper
11. Books of various types
    a. Poetry
    b. Information
    c. Nature
    d. Holidays
    e. Folk stories
    f. Emotions
    g. Everyday experiences
12. Assorted props to introduce specific stories
13. Language master
14. Overhead projector and transparencies
15. Slide projector and slides

16. Pictures and photographs

XI. THE MATHEMATICS CENTER

The mathematics center in the preschool classroom should be planned and arranged in a way that invites exploration of concrete materials appropriate to children's levels of maturation and development. This center must encourage them to solve problems, establish connections between ideas and gain confidence in their ability to deal with the mathematical aspects of life.

Mastery of developmentally-appropriate skills in this area of development seems necessary in order for the children to later develop the ability to think abstractly.

A. Physical Arrangement of the Mathematics Center

1. Locate the center so there is no traffic through it.
2. Locate the center so that it is near other quiet activities, but with allowance for noisy periods.
3. Provide a hard-surfaced work table for activities.
4. Provide low storage shelves which provide children easy access to appropriate materials.
5. Arrange space for the child to work privately or with others.
6. Carpet this area; many math activities lend themselves to being worked on the floor.

B. Selection of Materials and Equipment

1. Provide varied materials which are all geared to assist the child in the mastery of one math concept.
2. Provide real objects and materials for the child's exploration and manipulation.
3. Select materials for each child appropriate to that child's individual level of development.

4. Certain math materials such as graded cylinder blocks are self-correcting. A selection of this type of material should be considered.

5. Symbolic math materials (i.e., pictures, stories) should be carefully selected to correspond to concepts being developed through concrete materials.

6. Select materials developmentally-appropriate to the age level of the group.

C. Sample Listing of Materials and Equipment

1. Abacus
2. Beads of assorted sizes, shapes, colors, and bead patterns.
3. Lotto games
4. Attribute blocks
5. Yard stick, ruler, tape measure
6. Scale
7. Counting frame
8. Assorted shapes of varied materials: felt, sandpaper, wood, etc.
9. Cuisenaire rods
10. Flannel board
11. Flannel or felt cut outs of shapes, numerals and other objects familiar to the children.
12. Pegboard and pegs
13. Parquetry blocks
14. Jumbo color dominoes
15. Calendar

16. Thermometers---both weather and cooking

17. Nesting blocks

18. Puzzles

19. Books dealing with mathematical concepts

20. Toy money in coins and paper dollars

21. Magnetic board

22. Assorted containers for liquid and dry measure: ½ cup, cup, pint, quart

23. Solid geometric shapes

24. Many excellent teaching games for mathematics can also be easily made.

XII. THE MUSIC CENTER

The music center is one area of the preschool where children can go to experiment with musical sounds and instruments, movement, and singing. In this center, the children's emotional expression and creativity are the areas of development which are emphasized. The music center may be used for both self-selected activity and total group creative activities.

A. Physical Arrangement of the Music Center

1. Locate the center so there is no traffic through it.

2. Have a permanent space in the room, if possible, for storage of materials and more structured music activities.

3. Provide low storage shelves that make materials readily available to children.

4. Plan a storage system for materials such as a pegboard, labeled shelves, ice cream cartons, or storage boxes.

5. Provide a hard-surfaced floor for creative movement.

6. Provide a carpeted area for musical activities which seem adapted to a sitting position.

B. Selection of Materials and Equipment

1. Select records appropriate to the preschool child; this would include classical music and jazz as well as children's records.

2. Vary the selection to include both instrumental and vocal records.

3. Select a record player with a clear tone and sufficient volume for group use.

4. Listen to an entire record before choosing it for your class.

5. Select instruments which the preschool child can "play"; a trumpet for example would be too difficult for the child.

6. Provide a balance of new songs and old songs which the children know and like.

7. Select songs which contain themes that are familiar to the children.

8. Incorporate many action songs in the curriculum which encourage children's active participation.

C. Sample Listing of Materials and Equipment

1. Record player
2. Autoharp
3. Melody bells
4. Tape recorder and cassettes
5. Xylophone
6. Songbells
7. Harmonica

8. Guitar

9. Pitch pipe

10. Rhythm instruments

    a. 8 pairs of rhythm sticks
    b. 2 pairs of maracas
    c. 3 bells
    d. 3 jingle sticks
    e. 2 tambourines
    f. 1 castanet
    g. 1 pair of cymbals
    h. 2 pairs of finger cymbals
    i. 1 triangle
    j. 1 drum
    k. 1 tone block

    Note: This is the recommended number of instruments for twenty-five children.

XIII. THE SCIENCE CENTER

Although various areas of children's development are fostered in the science center, the primary developmental goal of this center is intellectual development. A well-planned science center helps develop children's problem solving ability as curiosity stimulates them to observe, explore, and seek answers to questions. Children develop concepts about the biological aspects of the world through the acquisition of scientific knowledge. Research indicates that learning processes are enhanced through children's active interaction with their environments; thus, in a good science center, the foundations are being laid for later development of higher congitive processes.

A. Physical Arrangement of the Science Center

1. Locate near a water source.

2. Locate near windows for natural light.

3. Provide low storage shelves with easy access for children.

4. Provide an artificial light source.

5. Place so that traffic is routed around the center.

6. Locate near quiet activities to facilitate children's concentration.

7. Provide a heating unit for experiments.

8. Locate near an electrical outlet.

9. Provide ample room for children to move about and be creative.

B. Selection of Materials and Equipment

1. Provide a wide variety of challenging and attractive materials that challenge children's thinking, observing, and generalizing.

2. Use materials which are safe for children to use.

3. Provide materials sized in proportion to the child's motor development.

4. Provide items appropriate to children's level of development.

5. Provide children with experiences with real objects that they can handle and use for experimenting.

C. Sample Listing of Materials and Equipment

1. Magnifying glass

2. Assorted magnets

3. Aquarium

4. Assorted plants

5. Assorted rocks

6. Compass

7. Prism

8. Assorted seeds

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9. Assorted shells
10. Testing bottles
11. Smelling bottles
12. Sound cans
13. Globe
14. Live animal(s)
15. Lever
16. Balance scale
17. Flashlight
18. Homes of various creatures (nests, cocoons, shells, etc.)
19. Ant farm
20. Bunsen burner and pyrex containers for experiments
21. Tongs and large tweezers
22. Battery and cells
23. Eye droppers
24. Containers for liquid
25. Bird feeder

CHAPTER X

OUTDOOR ENVIRONMENT

RATIONALE

The outdoor environment of the center should be considered as an extension of the indoor environment. Both are essential to the growth and development of children and should be used to their fullest extent.

Activities typically performed outdoors may be performed indoors if space allows. In addition, many indoor activities are suitable outdoors.

The principles of equipment selection and arrangement apply equally outdoors; the major change in the environment relates to weather and safety. Hazards are more frequent outdoors due to neglect of the grounds. These should be checked daily to prevent accidents and injury of the children.

Teachers are responsible for providing a safe and healthy environment outdoors. In addition, an outdoor learning center can provide an organized environment for children's learning.

ESSENTIAL CONTENT INFORMATION

I. OUTDOOR PLAY AREA

A. The play area should be fenced and have a secure gate.

B. There should be a balance of sunny and shaded areas for protection from the sun.

C. Ground areas should be well drained and free from depressions in which water might stand.

D. Premises must be checked regularly for safety hazards such as broken glass, nails, sharp sticks, or other objects.

E. Trash collection receptacles and burning facilities must be separated from play areas.

F. Outdoor play areas should be arranged so that children are located throughout the area rather than congregated together.

G. Play areas should be arranged so that traffic patterns are clearly defined.

H. Children should be taught not to put plants or leaves in their mouths, as some are poisonous.

II. EQUIPMENT AND MATERIALS

A. All stationary equipment must be sturdy and well secured in the earth.

B. All play equipment should be inspected daily to be sure it is free of of safety hazards, such as protruding nails, splinters, loose ladders, etc.

C. Tubs and pools of water must be emptied when not supervised.

D. Low climbing, crawling, and walking equipment should be located where the surface is soft or padded.

E. Certain types of outdoor equipment, such as wheel toys and swings, should always be supervised.

F. All painted surfaces accessible to the children must be free of toxic paint.

G. Porches, walkways, and play areas which are elevated should have barriers to prevent falls.

III. REQUIREMENTS OF A GOOD OUTDOOR PROGRAM

Outdoor play has value for all types of development, including social, emotional, physical, and intellectual development. Understanding the importance of outdoor play should encourage teachers to plan it as carefully as they plan indoor play.

A. Value of Outdoor Play

1. It provides a release from tension and pent-up emotions as children laugh, shout, run, and move about with more freedom than indoors.
2. It develops social skills, such as sharing, taking turns, and playing cooperatively.

3. It develops individual motor skills through practice.

4. It enhances self-concept as motor skills are practiced and perfected.

5. It allows negative feelings to be released or rechanneled through activity.

6. It stimulates children's curiosities and desires to explore the environment.

7. It improves small motor coordination as large motor coordination is increased. This development procedes from general to specific.

8. It stimulates all vital body processes through vigorous physical activity.

B. Planning Space, Time, and Equipment

1. Many indoor activities can be moved outdoors during pleasant weather. Many art activities can be moved outdoors with little problem, as can props for dramatic play: dolls, large blocks, books, etc.

2. Outdoor activities should be planned as thoughtfully as indoor activities. There should be a purpose for every activity.

3. Movable equipment should be regrouped from time to time to stimulate new use of it.

4. Provision should be made for quiet activities. Children should always be able to choose between active and less active outdoor activities.

5. Provision must be made for children to practice a variety of individual motor skills. Throughout the year, children should have many opportunities for climbing, running, jumping, crawling, lifting, pushing, pulling, etc.

6. Children should be free to choose from among a variety of possible activities.

7. Movable equipment should be set up before children arrive.

8. A half-day program should schedule a period of forty-five minutes to one hour for outdoor play.

9. A full-day program should schedule two periods of forty-five minutes to one hour for outdoor play---one in the morning and the other after nap time.

10. Adequate space should be provided; 75 to 100 sq. feet of outdoor space per child to allow freedom of movement and a variety of kinds of activity.

11. Play area should be enclosed by a fence that is substantial, high, does not invite climbing, and has childproof exits.

12. A variety in surfacing should be provided: a soft, grassy area, a hard surfaced area, a rich soil area, and a small rock or gravel garden.

13. A balance of sunny and shaded areas should be provided.

14. Adequate storage area for movable equipment should also be available.

IV. SUGGESTED OUTDOOR ACTIVITIES

A. Sand, Water, and Mud Play

1. Sand and water in sandbox or at table
2. Take trains, cars, trucks or dishes to sand box
3. Screens for sifting sand
4. Measure and sift sand with kitchen utensils---funnel, sifter, cups, large spoons or scoops, bowls or cans, etc.
5. Paint with water
6. Blow bubbles with pop bottle fizz-saver caps
7. Water play in tub (use boats, plastic bottles or cans, add soap, food coloring, sponges)

8. Flood an area for sailing boats.

9. Play in water---running water from hose, sprinkler, buy stock tank for swimming pool.

10. Make mud pies.

B. Large Muscle Activities

1. Punching bag

2. Tricycles (add keys, maps, old license plates, street signs)

3. Wagons (add boxes or dolls, blocks, signs such as "ambulance" or "taxi", put a barrel in for a "covered wagon".

4. Barrels

5. Sleds or use cardboard boxes

6. Bean bag toss

7. Bowling

8. Balance beam

9. Balls---football, softball, large rubber balls

10. Combine boxes, barrels and boards many ways for children's use---a short sturdy ladder and tires of any size also add variety.

11. Hoes, shovels, and rakes in sandbox or garden or just a dirt area.

12. Ropes for jumping (not turned, but still)

C. Dramatic Play

1. Make "hideout" or "cave" using boxes and blankets.

2. Doll carriages

3. Tents with blankets (or borrow a camping tent)---camping, circus
4. Dress up clothes
5. Put housekeeping corner furniture outside.
6. Car wash---wagons, trikes, cars, trucks, trains
7. Line boxes up like a train
8. "Cowboys"---hats, stick horses, borrowed saddle, bandana, etc.
9. "Police"---with hats, badges, sheriff's office, whistle, etc.
10. "Fireman"---hats, fire hoses (pieces of garden hose), blankets, fire station, etc.
11. "Astronaut"---make hats,(out of ice cream buckets), space capsule, control panel, etc.
12. Picnic (pretend or real)---for pretend, need blanket, picnic basket or box
13. Discarded boat and/or car
14. Wash doll clothes and dry on line or fence.
15. Go fishing with pole with a magnet on end of string---catch fish (paper clip on fish) on ground or in water if fish are plastic coated.
16. "Doctor and Nurse"---caps, stethoscopes, bandages (made from strips of an old sheet), dolls, bag, white shirts with red cross symbol, cots or mats or blankets for beds, wagons with "ambulance" signs, etc.
17. Grocery store---empty food container, grocery sacks, play money, purses, billfolds, cash register, sign for grocery store, etc.

D. Woodworking

1. Saws, hammers, nails, woodworking bench (have one made)
2. A saw and some large cardboard boxes to saw up
3. Hammer roofing nails into an old log or railroad tie.
4. Take turns drilling with a hand drill into a soft board.
5. Paint individual projects---or just paint pieces of wood.

E. Art Activities

1. Mural (magic markers, crayons, paint, or chalk) on fence, table, or hard flat surface (concrete sidewalk, patio)
2. Move easel outside.
3. Move chalkboard outside or use chalk on sidewalk.
4. Foot paint on butcher paper or on sidewalk (just hose sidewalk off afterwards).
5. Painting with objects---use feathers, combs, small scrub brushes, toothbrushes, objects found outdoors (twigs, leaves, blade of grass) for paint brushes.
6. Finger paint
7. Whipped soap flakes
8. Squeeze bottle painting---squirt paint in designs on paper---individual or group---or hand on fence and watch as paint runs down when squirted.

F. Quiet Activities

1. Take magnifying glass outdoors.
2. Read books or work puzzles in quiet spot on a blanket.
3. Have story time outdoors on nice days.

4. Have puppets on a blanket.

5. Listen to records.

7. Art activities (at easel or table)

G. Music

1. Take record player outside---to listen to or dance (add scarves or rhythm instruments).

2. Rhythm instruments

3. Teacher sing to children about what they're doing.

H. Other

1. Paper airplanes

2. Kites

3. Snack outdoors

4. Plant seeds in a garden and care for garden.

5. Animals may visit for the day or longer---farm animals, pets, baby animals, etc.

6. Go on walks.

7. Visit a public park.

8. Obstacle course

V. DESCRIPTIONS OF SOME SUGGESTED OUTDOOR ACTIVITIES

The following are some of the basic types of outdoor activities which should be made available to children. Although many of these activities are suggested simply by the permanent equipment on the playground, the teacher must still plan and use her own imagination in helping children explore the many possibilities for play outdoors.

A. Sand play---Sand must be purchased and a wooden or concrete border provided to retain the sand must be built, but the values of sand play to children exceeds the cost. Sand is cleaner than soil. It is easier to mold and shape and it will not stain or soil the clothes. Sand can be used to build roads, mountains, ditches, rivers, or tunnels for transportation toys; it can be sifted like flour and mixed with water to make cakes, cookies, puddings, etc.

B. Gardening---There should also be a rich soil area in which children can plant a small garden. The learning possibilities here are almost endless. Children can find the earthworms and snails which are good for the garden; they can develop social skills as they plan and work together in creating and caring for their garden; and the vigorous work involved benefits the children emotionally and physically.

C. Caring for animals---There are many values in caring for such animals as rabbits, chickens, goats, or other animals which might be housed outdoors. This should only be attempted, however, if a suitable pen can be constructed and if teachers take responsibility with care of the animals when school is not in session.

D. Water play---Water play is essential, both indoors and outdoors. The water source should be located near the sand and garden areas since water is necessary for making sand stick together for building mountains, cooking, etc. and it is also necessary for making plants grow. Water can be used for "painting" the outside of the building or the outdoor equipment, for sailing boats, bathing dolls or doll clothes, and a small wading pool could be provided during hot weather in many centers. The possibilities for water play are almost endless.

E. Riding, pulling, and pushing wheel toys---Tricycles and wagons can develop large muscles and offer opportunities for social interaction. With the addition of gas pumps, stop signs, curved and hilly hard-surfaced areas, etc., they offer more opportunities for dramatic play.

F. Climbing---There should be permanent and movable equipment, as well, which offer opportunities for climbing.

G. Opportunities to practice a variety of motor skills---Children need room to move about freely. They need an open space away from playground equipment where they are free to run, throw balls, roll in the grass, etc. They need things to crawl through, to balance on, to jump off of, to roll, etc.

H. Creative activities---There should be opportunities for woodworking, easel painting, working with clay, building with large blocks. Such activities would not be necessary each day, but they should be planned frequently during warm, sunny weather.

I. Quiet, restful activities---A comfortable, grassy area shaded by a tree and located away from the active areas of the playground can be used for looking at books, sitting and resting, or any time a child feels a desire to be alone. It is also a good experience for children to have storytime or snack time outdoors once in a while.

CHAPTER XI

SELECTING AND ORDERING EQUIPMENT

RATIONALE

Materials and equipment are tools for learning and must be carefully selected to meet the children's needs and the program's goals. An unorganized selection can lead to a center with plenty of materials and equipment, yet nothing for children to do.

Materials and equipment should be selected with the children to be served in mind and with safety as an essential criteria. Flexibility in use is an additional quality which enhances any material. Cost in relation to quality and resources must also be considered.

Teachers must have knowledge of the appropriate materials and equipment for young children, and they must use this knowledge to provide a safe and healthy learning environment.

ESSENTIAL CONTENT INFORMATION

I. INTRODUCTION

A. The selection of equipment, supplies, and materials is one of the most significant tasks of center teachers and administrators.

B. The teacher and/or administrator must make decisions as to what equipment is best suited for their particular group, thereby enriching the total program. Some points to consider are:

1. The age level of children
2. The number of children who will use the equipment
3. The most needed equipment

C. Among the questions one may ask when considering the selection of new equipment are:

1. What will the proposed equipment do for the children?

2. Does present equipment provide adequately for such development?

3. Are children at their age level interested in using such equipment?

4. When and how will it be used?

5. When and how will it be stored?

6. How many of the children will use the equipment at one time?

D. In selecting equipment, there is always the question of supervision---adding additional equipment could very easily mean adding additional adult supervision.

II. GUIDELINES FOR SELECTION OF EQUIPMENT

A. Equipment, materials and supplies should provide for:

1. Safety and physical well being
2. Stimulation of large and small muscle development
3. Cooperative play/social development
4. The development of independence
5. Skills which are challenging and attainable
6. A variety of purposes and uses
7. Expression of ideas and feelings

B. Equipment, materials, and supplies should be:

1. Durable, well-constructed
2. Easily cleaned
3. Of proper size, height, and proportion
4. Non-flammable and non-poisonous

5. Movable unless anchorage is required for safety

6. Free of sharp edges, splinters, rust

III. BASIC LIST OF EQUIPMENT, MATERIALS, AND SUPPLIES

A. Children's Facilities

1. Tables

   a. All tables will not be the same height if they accommodate the children involved.
   b. A table should be high enough for children to fit their legs under the table apron when in a sitting position and enable them to use their arms comfortably as they rest their elbows on the table.
   c. Small tables which can be moved easily, or put together quickly, are more satisfactory than heavy, long tables.
   d. Tables which can be easily cleaned and are light in color are most desirable.
   e. Suggested sizes are: 4 ft. to 6 ft. rectangular; seat 4 to 6 children; apron max. 2½" wide, 20 to 24" in height.
   f. Easily cleaned surfaces are most desirable.

2. Chairs

   a. Chairs are built to contribute to the health, comfort, and well-being of the child.
   b. Washable contour chairs with saddle seats offer good support.
   c. When children sit in a chair, they should be able to rest their feet flat on the floor.
   d. There should be a clearance between the front edge of the seat and the table.
   e. The child's weight should be distributed over the whole seat area and the back of the seat should offer support for the lower back of the child.
   f. Chair standards should be 8 to 10 inches for nursery age children; 11 to 12 inches for ages 4-6; light weight but sturdy and stackable.

3. Storage space or shelves (unfinished work, materials in current use)

   a. Low, open shelves will avoid any bruises and accidents occuring from doors covering shelves.
   b. Movable shelf units are desirable; however, if there is a possibility of tipping, the unit should be anchored.
   c. The total storage space will determine the number, size, and shape of the units.
   d. The back of the shelf unit can sometimes be used as racks for smocks, or for display boards.
   e. Storage bins are not recommended for small children.
   f. Children have difficulty gettings things out of the bins; they have less opportunity to learn about various shapes and sizes of objects.
   g. Three bookcases or shelves, for blocks and other supplies in current use, are desirable.
   h. Two cabinets with individual compartments should be sufficient storage space for twenty children.
   i. It should be remembered that storage units for children's use should be easily accessible to them.

4. Lockers (for wraps, personal possessions)

   a. One locker per child is necessary.
   b. Wooden lockers are better adapted to a child's use because they reduce the hazards of sharp edges.
   c. Separate compartments with hooks for wraps, and shelves for personal possessions, help the children to learn to take care of their personal possessions.
   d. These lockers, should be safe, within the reach of children, sanitary, and with adequate storage space.

5. Rest equipment

   a. Aluminum cots, 54" long, 24" wide, 12" high, able to support 60 to 65 pounds are recommended.
   b. Pads or mats 27" to 54", washable, and thick enough to protect children from the cold floor may be used.
   c. All children should have their own cots, easily marked for them to recognize as their own.
   d. Whenever possible, a well-ventilated closet is preferred for storing the rest equipment.

B. Teacher Facilities

1. One desk

2. One steel filing cabinet

3. Two adult chairs

4. Cupboards and drawers for storage of supplies and materials used only occasionally.

5. Storage cabinet with doors---6' high, 36" long, 12" deep, or some type of cabinet of proper dimensions to provide adequate storage space.

6. Adequate locker space for personal belongings.

C. General Facilities

1. Low bulletin or display boards---cork boards approximately 4 feet high. This enables displays to be hung at a child's level. It is desirable to have display boards on casters.

2. A book rack with slanting shelves and on casters easily accessible to child.

3. Waste baskets

4. A clock with large numerals

5. United States Flag and state flag

6. Miscellaneous items such as vases, a variety of containers for displays, a supply of paper handkerchiefs, paper towels and towel containers, toilet paper, a soap dispenser and other lavatory supplies. A suitable and sufficient quantity of brooms, dust pans, sponges should also be on hand.

D. Desirable but not basic facilities

1. Low movable screens, 32" high, 48" long with 14" firm base, used to enclose small work areas, display boards, or to separate rest cots.

2. Movable materials cart

3. Rug---easily cleaned

4. Tables---circular or other shapes for displays in room

5. Cooking cart---sturdy, movable, easily cleaned, and equipped with the necessary items for simple cooking experiences.

E. Concepts to be Provided in Centers

Some centers may be multi-purpose centers such as discovery (science, self-concept, math); creative; dramatic play; language; and listening. Combining or alternating concepts should be emphasized.

1. Art
2. Body skills
3. Family
4. Health
5. Language
6. Mathematics
7. Music
8. Nutrition
9. Play
10. Safety
11. Science
12. Self-concept
13. Social Science

IV. PROCESS FOR ORDERING EQUIPMENT

A. Decide on the equipment most needed.

B. Review various catalogs.

C. Consult administrators, co-workers, parents, etc. for suggestions.

D. Select the piece of equipment most suitable and beneficial to your group.

E. Secure an order blank, or purchase request, and complete.

F. Submit the request to the proper authority.

CHAPTER XII

PLANNING TOOLS

RATIONALE

Both long term and short term planning are essential for an effective early childhood program. The yearly plan allows the staff to plan for two broad aspects of the program at the beginning of the year: program goals and a time frame for program implementation. A provision of this type of framework permits the guidance and evaluation of both performance and program goals while also maintaining the flexibility of meeting the individual needs of children.

Teachers should be able to set up weekly plans based on the educational goals and objectives of the program. In addition, the individual needs of the children must be considered.

A variety of learning centers should be provided to increase the interest and involvement of each child. Weekly plans should indicate which centers will be available and the concepts to be developed.

Organization is essential for teachers to work effectively with young children and yet to meet the goals and objectives of the program as well as the individual needs of the children. When prepared carefully, a daily plan and schedule can provide a part of this organization.

Daily plans and schedules vary in form, but all include the following essential components: routines, time frame for activities, specific responsibilities assigned and specific activities available.

When daily plans are completed on a weekly basis, teachers become more efficient. In addition, children are better supervised and the stimulation for learning is more effective.

ESSENTIAL CONTENT INFORMATION

I. YEARLY PLAN

A. Definition---A written plan which defines the goals and objectives and provides an overview of the early childhood program for the year which includes program goals and scheduling of events.

B. Purposes

1. To provide an overview of the early childhood program for one year.
2. To permit careful analysis of program goals.
3. To provide for sequential planning of curriculum components.
4. To provide a basis for evaluation of the program.
5. To allow for effective utilization of program resources.
6. To facilitate coordinated planning of the total program.

C. Components of a Yearly Plan

1. Program goals
2. Sequential learning concepts to be introduced throughout the year.
3. Procedures for evaluation of the program

II. YEARLY CALENDAR

A. Dates Relative to Program Operation

1. Dates school begins and ends
2. National holidays
3. Special events
    a. Circus
    b. End of school picnic
    c. Visit to the kindergarten
4. Field trips (To coordinate with monthly concepts)
5. Children's birthdays

6. Supplemental responsibilities

    a. Staff meetings
    b. Staff training
    c. Parent meetings

7. Screening and evaluation of children

8. Evaluation of program

B. Guides for Development of a Yearly Calendar

1. Make use of a calendar on which significant events can be recorded.

2. Write tentative dates in pencil so they can be changed.

3. Plan a system for regularly checking progress toward program goals.

4. Plan cooperatively with co-teacher and/or aides.

III. WEEKLY PLAN

A. Definition---A written plan, usually in block form, listing the activities planned on a weekly basis centered around the concept being taught. Weekly plans should provide an overview for the week and allow flexibility to meet unexpected circumstances. Consecutive plans should build on concepts from previous weeks to provide both coordination and expansion of learning.

B. Purposes

1. To provide an organized outline for teachers and others to use in carrying out their activities in a more effective manner.

2. To provide visitors or other staff members an opportunity to discover what activities are being offered in the class.

3. To allow the teacher and assistants a chance to cooperatively plan the program.

4. To offer the teacher and assistants a chance to preplan in an effort to eliminate last minute planning or reshuffling because of visitors.

C. Need for a Weekly Plan

1. To assure that the program leads toward the acquisition of educational goals for young children.

2. To allow preplanning for the teacher to prepare for emergencies or volunteers.

3. To allow the teacher to preplan in an effort to secure all needed supplies and equipment and to make necessary arrangements for field trips priot to the commencing of the activities.

D. Components of a Weekly Plan

1. Local identification:

   a. Dates covered
   b. Name of the center/class, teachers, etc.

2. Major concept to be taught in learning centers each day

3. Specific activities to be included in each area of the program

4. Names of children to be provided individualized activities or services

5. Names of volunteers to assist in specific tasks

E. Developing a Weekly Plan

1. Teachers and assistants should meet weekly to plan for the following week.

2. Determine the concepts to be presented.

3. Compile information from resource units, teaching units, and activity files.

4. Complete the weekly plan and daily schedules.

5. Check plans for necessary adjustments.

6. Post weekly plan.

7. Set up major learning centers for weekly emphasis.

8. Arrange for all trips, visitors, equipment, and teaching aids.

F. Evaluation of the Weekly Plan

1. Was the weekly plan compiled from yearly educational plan, teaching units, resource units, and activity files?

2. Was the plan geared to the various children's needs and interests?

3. Was there a correlation between day to day activities?

4. Was the schedule flexible?

IV. DAILY PLAN

A. Definition---A written plan developed around weekly concepts or themes; a detailed plan, including only one day of the program.

B. Purposes

1. To provide a balance among learning experiences from day to day.

2. To relate these experiences, continually broadening or expanding children's development.

3. To indicate the division of responsibility.

4. For the teacher

    a. To inform teachers what to plan for, equipment needed, etc.
    b. To help teachers to feel more secure and comfortable with the children and to concentrate their attention on the children.
    c. To enable all staff members to work together more effectively.

5. For the child
    - a. To increase the security of children because they have an idea about what will occur next.
    - b. To increase independence in children since they know what to expect.
    - c. To develop a sense of time and sequence.
    - d. To regulate body movements.

6. For the parents
    - a. To provide a helpful awareness of what has occured in the child's day.
        - (1) Can understand moods more readily
        - (2) Can have something to talk to their child about
    - b. Establishes a link between the home and the school.

C. Components of a Daily Plan

1. Center/class and date

2. Name of activity

3. Description of activity

4. Name of person who supervises the activity

5. Special comments

6. Activity plans attached.

D. Guidelines for Developing a Daily Plan

1. Plan as a group with assistants and co-workers.

2. Review goals and objectives of the program.

3. Review past plans.

4. Compile information related to concepts to be taught: resource units, teaching units, activity cards, transitions.

5. Decide on who will supervise each activity.

6. Complete the form for the daily plan.

7. Post the daily plan in the classroom.

E. Evaluation of a Daily Plan

1. The following criteria should be considered in evaluating a daily plan:

   a. Purpose---There should be a good reason related to the broad purpose for each activity.
   b. Flexibility---Your plan should be flexible in the event of inclement weather.
   c. Differentation---Special plans for children (in light of the special problems faced by each child) should be included.
   d. Balance---Your plan should provide a balance between quiet and active activities.
   e. Equipment---Your plan should specify the equipment necessary to implement the plan.
   f. Evaluation---Your plan should include evaluative data: a record of achievement, the problems encountered, and plans for the next lesson.
   g. Activities---Your plan should specify the activities to be carried out, related to the purpose for the group and/or the individual child. (Games, counting, fingerplays, etc.)

2. Determine the effectiveness of the daily plans by asking the following questions:

   a. Was there a balance of activities? Were those activities planned in terms of weather, space, length of time, and level of maturity for each child?
   b. Was there time available for all children to do their chosen activity?
   c. Was there a balance between large group, small group, and individual play?
   d. Were there new materials, new activities, and new situations for learning, provided for the children according to their interests and growth patterns?
   e. Was there enough familiar activity included in the day (in terms of routine, activity, and learning) to give the child security?

f. Was time provided for necessary routines so that no child became tense or frustrated?

g. Was the planning for the day an integral part of the overall plan for the week and year, and yet was it planned to suit this particular group for that particular day?

V. DAILY SCHEDULE

A. Definition---A plan to organize the day in terms of a general framework that includes blocks of time for specific types of activities, including all routines.

B. Factors to Consider in Planning the Daily Schedule

1. Know the individual children.

   a. Backgrounds and family life styles
   b. Individual children's schedules when not in school
   c. Development of the individual children

2. Age of children

3. Curriculum objectives/concepts/goals

C. Characteristics of a Good Schedule

1. The schedule is child-centered.

2. The schedule is flexible, although basically stable.

   a. Flexibility provides an opportunity to meet individual child's needs.
   b. Flexibility provides an opportunity for spontaneous activities: to take advantage of "what's happening at the moment."

D. Criteria for Planning a Good Daily Schedule for Preschool Children

1. Base the day's schedule (skeleton) on the physical needs of the children.

   a. Provide for physical needs: snack, toilet, lunch, and rest.

b. Balance activities:
  (1) Consider what happens to the children while not at school.
  (2) Prevent too many over-stimulating activities during the day.
  (3) Keep times when children are in groups to a minimum.
  (4) Provide activities of quiet and active play simultaneously. Children can make choices on their own that best fit their interests and needs. This assures a minimum amount of fatigue. Children find it harder to persist in activities not of their own choice.
  (5) Have a minimum amount of teacher-directed activities; children need the freedom to express themselves.
  (6) Prevent children from sitting still too long. They get the "wiggles" quickly. It is hard and frustrating for them to sit for many activities.
  (7) Do not have them wait too long for an activity to occur.

2. Provide security for children in the schedule.

a. Make time for the teacher to be available for individual children and/or activities.
  (1) Provide large blocks of time uninterrupted by routines, etc.
    (a) Provides a greater sense of belonging
    (b) Prevents fatigue
    (c) Can pursue a large variety of activities; be creative; develop individual interests because the time and freedom to move from one activity to another are available.
    (d) Provides chance for child to become involved, make plans, and carry them through to completion.
  (2) Do not plan two activities at once that require a lot of teacher supervision.

3. Make transition times ("times in between activities") as smooth as possible.

a. Provide enough time for clean-up of activities.
b. Provide enough time for routines (DO NOT HURRY!).

        c. Plan a sequence of activities so that a gradual slowing down and gradual speeding up of activities occur. (Ex., Do not bring from "outdoor free play" straight to their resting cots!)

VI. HANDLING TRANSITIONS IN THE PROGRAM

A. Definition

1. Transitions are periods of time between one part of the regular routine and another.
    a. Between home and school
    b. Between one activity and another
    c. Between regular routines and special events
2. Transitions are positive cheerful and exciting ways of moving children from one activity to another.
3. Transitions help us use every moment of the day for learning through songs, games, fingerplays, and conversations.
4. Transitions occupy little hands and minds as they wait for other children to finish cleaning up, gather for group activity, or wait for lunch to be served.
5. Transitions capture children's attention with a fingerplay or a song.
6. Transitions encourage self-control rather than "teacher control."
7. Transition involves getting children from one activity to another as smoothly as possible.

B. When Transitions Occur

1. When children arrive
2. When traveling from interest center to interest center
3. Before children go outside and when they come inside
4. Before children go home

5. Before rest and after rest

6. During routines such as bathroom, toothbrushing, hand washing

7. Between self-selected pick up time and large group activities

8. During a small group time

9. Before eating routines and afterwards

C. Tips for Transition Time

1. Avoid waiting in lines near an entrance for all children to finish a routine, such as bathroom routine or toothbrushing. Plan for the children to have something to do, to avoid behavior becoming difficult.

2. Avoid placing children in lines to go eat, go outside, go from one room to another. How would you feel if, in your family, you had to wait in line to eat breakfast?

3. Avoid repeating, "Sh! sh! sh!," and "Be quiet," "Rest your voices!" over and over until it falls on deaf ears. Use a soft voice, move closer to the child, bend down, move slowly, talk slowly, and vary requests.

4. Avoid interrupting children who are absorbed in an activity to pick up with the others. As individual children finish, they can pick up an area, before going to the next activity.

5. Avoid rushing during pick up time. Give children plenty of time to accomplish a task. For example: classifying blocks as they are returned to shelves is as important as taking blocks off the shelf to build with them.

6. If a child isn't finished with a project, encourage him or her to go on with it. We all hate to be interrupted when we are absorbed in a task. Example: sometimes offering a choice is helpful. "If you want to go outside now, you can work on this later. We can save it over here for you."

7. Assign staff to receive children in a given area. One staff member will send the children to the bathroom or rug area and one staff member will be ready to converse with them and give

assistance when needed. Adults should sit on the floor or in a low chair even in the bathroom door.

8. Set up ahead of time. Be prepared. Gather materials on a tray or in a box before children arrive, and place them on tables as they are needed.

9. Make assignments and inform all staff what is going to happen that day before children arrive. Communication is an important key to smooth transition. Also announce to the children, "In a few minutes it will be time to finish what you are doing."

10. Discuss a procedure for emergencies with staff. One person will care for the child, the other will organize the other children, make phone calls, bring ice, etc.

11. Be aware of the attention span of individual children. As children become restless direct them to something else. Avoid waiting until a child is out of bounds to deal with the situation. Prevent rather than mop up.

12. Talk with children about their interests. Listen to their concerns. If rapport is established it is easier to guide children because they trust you to help them, not just correct them or play the police person. Avoid the police role.

13. If you anticipate a difficult day, a regular staff is gone, you don't feel well, it is near a holiday time, and/or children are more active than usual, plan favorite activities which require little supervision and limit the number of areas to be used. Read a favorite book, use the easel, bring out favorite puzzles and games, use play-dough---set them up ahead of time, relax and enjoy them. Encourage children to rise to the situation. They may surprise you and cooperate more than ever before.

14. Try to station staff near trouble areas. If a staff member is nearby, the avoidance technique works best.

15. Encourage children to be in control of themselves, instead of adults controlling them. Make materials available on low shelves. Paper, crayons, scissors, paste, collage materials, the easel, books, puzzles, and other manipulative games should be accessible at all times. A place to dry paintings, a place

for finished work, a specific shelf for games, tools, dishes, records, etc. If children are expected to return materials and equipment to their place they will, and develop independence in doing so. As teachers, we use transition activities to stimulate physical skill to develop cognition, to practice communication, to encourage awareness to develop individual self-control and a positive self-concept. It is obvious to use finger play and songs during these times and we should continue with these practices, but there are other possibilities to explore too. Here are a few possibilities to use while children are completing a routine.

D. Transition Activities

1. Transitions at arrival time
   a. Adult at door to greet children, visit with parents
   b. Set up a few activities near the door to attract hesitant children.
   c. Aides should help children to find something to do.
   d. Gather small group for fingerplays.
   e. Mention new books in book corner.
   f. When short of help, suggest a parent stay a short time when child needs reassurance.
   g. Close off part of center and focus on a few special activities.
   h. Established routines give children a sense of security.
   i. Regularly close arrival time with the same activity; a record, a gathering on the rug to preview the day, etc.

2. Giving directions
   a. Put Your Bottoms on the Rug
   b. If Your Name is _______ Sit Right Here
   c. Two Little Hands

3. Gathering children together
   a. Where Is _______?
   b. Won't You Come and Sit Right Here?
   c. If You're Happy and You Know It

4. Dismissing a few children at a time from the group
   a. I Wish I Had a Little Red Box

   - b. Specific Colors of Clothing
   - c. Specific types of clothing
   - d. Alphabet cards (If your name begins)

5. Occupying hands and minds while waiting

   - a. Name game
   - b. The Bear Hunt
   - c. Activity Envelopes

6. Moving children from one place to another

   - a. Follow the Leader
   - b. Get On Board the Train
   - c. Tour Rope

7. Cleaning up-Picking up time

   - a. Will you clean-up?
   - b. Who will put the toys away?
   - c. Do you know what time it is?

8. Challenges

   - a. Whisper and say, "Listen, what do you hear?"
   - b. I wonder . . .?
   - c. Did you ever . . .?
   - d. Do you remember when . . .?
   - e. What could I use _____ for? (Show object or picture)
   - f. Follow me

9. Questions

   - a. What would a squirrel do with a tree?
   - b. Can you touch steam?
   - c. Did you look different when you were a baby?
   - d. Do colors smell?
   - e. Where are your bones?
   - f. Can we make electricity?
   - g. Can a woman be a plumber, a mechanic, etc.
   - h. Can a man be a secretary, a nurse, etc.

VII. INSTRUCTIONAL OR THEME UNITS

The organization of learning experiences and teaching materials is an essential element for providing the best learning environment for children. When experiences are planned and materials are accessible, programs for young children operate more efficiently.

The development of instructional or theme units and supporting activity plans is one technique used for organization of the curriculum.. In addition, these units provide a means for sequencing concept learning. Instructional units may be developed for any concept to be taught. The form may vary from one individual to another.

A. Definition---A collection of teaching materials and suggested learning experiences organized around a specific theme which will present information appropriate to the child.

B. Purposes

1. To provide an overview of various types of planned activities which the teacher can use to support children's learning of concepts.
2. To assist the teacher in evaluating the early childhood curriculum.

C. Examples of General Headings

1. Seasons of the year
2. Holidays
3. Animals
4. Plants
5. Foods
6. People of the world
7. Occupations
8. Physical Science

9. Social Science

10. Biological Science

11. Small Creatures

D. Developing the Instructional Unit

1. Topic

   a. Select a specific topic for presentation.
   b. Collect and record materials related to the topic selected.
   c. After sufficient material has been collected the following outline should be used in organizing the unit.

2. Objectives

   Statement of objectives reflecting the expected learnings.

3. Concepts

   Under each objective the concepts which are to be taught should be listed. These are "child sized" facts you expect the children to gain. Under each concept there needs to be at least five activities or learnings which directly relate to that particular concept.

4. Resources

   a. At the end of your unit list at least five resources which you used to gather your information for the unit.
   b. The objectives, concepts, and activities to be stated in your unit should follow a logical sequential order.
   c. The following is a list of materials which can be used to present the unit to the child. You will need to select at least five from this group for each concept.
      (1) Information books, children's stories, poetry, films, records, flannel board stories, songs, rhythms, games, etc.
      (2) Dramatic play developed and planned around the unit using costumes and/or props.
      (3) Experience charts, booklets made by children, etc.

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(4) Visits from persons knowledgeable about your topic.
(5) Field trips (these should be well organized)
(6) Bulletin boards, pictures, charts, graphs, exhibits
(7) Experiments (cooking, making playdough, colored water, magnets, etc.)

VIII. INDIVIDUAL EDUCATION PLANS

A. Introduction

An individual education plan is another tool to assist classroom staff in meeting the individual needs of the children in a group. Its format may vary from one program to another, but all individual education plans have the goal of personalizing the center based program.

B. Definition

An individual education plan (IEP) is a specific plan of action to meet the developmental needs of an individual child. The plan is based on an assessment of the child and includes specific actions for both teacher and parent to assist the child in further development.

C. Steps to Development of an IEP

1. Assess

   a. Determine the assessment tool you will use to assess the children's physical, social, emotional, and cognitive skills.
   b. Review the assessment tool and become familiar with the items assessed and the procedure for completion.
   c. Develop lesson plans to incorporate the assessment items.
   d. Determine how you will observe each child in these activities.
   e. At the end of each day, record results on each child's assessment record.

2. Summarize

   a. Review the assessment and write a summary of the strengths and skills to be developed for each child, in each area: physical, social, emotional, and cognitive.

   b. After this has been done for each child, see if there are similar areas of need among the children---this will be the area to begin development.

3. Classroom activities

   a. Begin with the area(s), where the child needs the most help and list activities which will develop these skills or concepts.
   b. Continue until all areas are covered. Even if a child shows a strength in an area, list activities which will move him/her to the next developmental level.
   c. Give an approximate date when you hope for the child to have accomplished the activity.

4. Home activities

   a. Discuss the assessment of the child with his/her parent(s), including the summary.
   b. Review the classroom activities which have been planned.
   c. Develop and write down activities which the parent(s) can do with the child to further develop skills and concepts and to reinforce what will be done in the classroom.

5. Implementation

   a. At least once a week each child should work on his/her individual skill-needs.
   b. Plan for individual time to work with each child.
   c. Plan group activities for children with similar needs.
   d. Both individual and group activities should be an integral part of the weekly/daily plan.

6. Reassess

   a. As children accomplish tasks, update their records to reflect this.
   b. At least twice during the year reassess each child to determine progress and develop further plans.
   c. Only assess the areas where needs were indicated during the previous assessment.

CHAPTER XIII

FIELD TRIPS

RATIONALE

Taking children on field trips is one way to coordinate the center and the community and to aid children's learning about the world in which they live. The imaginative teacher will find a variety of places for field trips to develop concepts in all curriculum areas.

Field trips will be most beneficial if they are well organized and the children are prepared ahead of time. In addition, follow-up activities can enhance learning which has taken place and make the teacher more welcome for future visits.

ESSENTIAL CONTENT INFORMATION

I. VALUE OF FIELD TRIPS

A. They supplement and broaden the curriculum.

B. They teach concepts not within the immediate environment.

C. They teach concepts for all curriculum areas.

II. PLANNING A FIELD TRIP

A. Decide on the purpose of the field trip (in this case, the children's learning of mathematical concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

1. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

2. Are the learning experiences to be gained appropriate for the age of the children?

3. Is this an experience that the children have already had with their parents?

4. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

B. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain certain understandings, list and clarify the specific objectives for the trip.

C. Select the appropriate destination.

D. Obtain administrative approval. Investigate and observe the school policies.

E. Contact the place to be visited. Get the name of your contact and discuss the following:

1. Date
2. Time of arrival
3. Duration of trip
4. Size of group (number of children and adults)
5. Purpose of trip

F. Make a preliminary visit to gain a better understanding of what the location has to offer. CHECK-LIST FOR PRELIMINARY TRIP:

1. Anticipate safety hazards.
2. Outline itinerary.
3. Obtain available materials (brochures, literature, or pictures).
4. Determine whether the site fulfills the purposes of the trip.
5. Make detailed plans.

G. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

1. Date
2. Time
3. Destination
4. Means of transportation
5. The need for money, snack, or sack lunch
6. Appropriate clothing

H. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two weeks ahead, even for the five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters, or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. (Every day let the children count up to see how many more days until the trip.)

I. Confirm the trip by letter or telephone.

J. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages---with three-year-olds, one adult to two children; with four and five-year-olds, one adult to four children.

K. Plan again with the children before departure. Use the following checklist:

1. Dress (button-up, shoes tied)
2. Name tags (if used)
3. Behavior on bus or in cars
4. Courtesy while there
5. Safety rules
6. Everyone go to the bathroom

L. After the trip:

  1. Make sure parents sign volunteer sheet.

  2. Talk about the trip with the children.

  3. Plan and execute follow-up learning activities.

  4. Make your own evaluation of the trip.

     a. Were questions (formulated before the trip) answered?
     b. Were there other questions that could have been asked, but were not?
     c. Did the trip meet your objectives?

  5. Write a thank-you letter to the host.

III. PERMISSION FORMS

A. Permission must be obtained for all children before they leave the center on a field trip.

B. Permission forms may be signed for the entire year or for each trip.

C. If yearly permission is given, inform parents of each trip before it is taken.

D. Sample yearly permission form:

_______________ has my permission to attend excursions away from the center. I understand they will be planned and adequately supervised.

____
(Parent's signature)

E. Sample individual trip permission form:

PERMISSION SLIP FOR FIELD TRIP
(sample)

Dear Parent:

Your child, ______________________ has our permission to take the trip described below: (Name of Child)

We shall be going to ____________________________________ (Name of Place)

We shall be traveling by _____________________________ (Name of Vehicle)

We shall be leaving the center _____________ (Day and Date) at ________ (Time)

and returning at _________________ (Time).

The teacher who will accompany this group is __________________________.

We understand the arrangements for this trip and believe that the necessary planning and precautions will be taken to assure the safety of the children. We hereby give our consent for the above-named child to go on the above-described trip.

____
(Parent or Guardian)

____
(Witness)

Thank you for your cooperation in helping to give your child an opportunity for learning.

Sincerely,

____
(Signature of Teacher)

CHAPTER XIV

PORTFOLIO DEVELOPMENT

As a part of the assessment and credentialing process for the Child Development Associate Credential, the Candidate (trainee) must develop a Portfolio. The Portfolio should contain materials which present a complete and accurate picture of the Candidate's competence in working with three to five year old children in a group setting.

A. REQUIREMENTS

Child Development Associate Consortium guidelines for development of the Portfolio are broad and general. The Portfolio must include (1) a personal profile of the Candidate, of no more than 300 words; (2) thirteen sections, one for each of the functional areas; (3) at least one piece of evidence in each of the thirteen functional areas, accompanied by a written explanation of the reason the evidence is included and the way it demonstrates the Candidate's work with children, and (4) each piece of evidence must be labeled with the functional area.

The Portfolio is not a scrapbook, and pieces of evidence should be selected carefully. Developing the Portfolio should be a learning experience and an outgrowth of the Candidate's training and working with children.

B. OPTIONAL INFORMATION FOR THE PORTFOLIO

The following suggestions for the Portfolio are NOT requirements, but ideas that have proved successful for many candidates during the field test of these materials.

1. Description of the setting, including type of center, information about the children's backgrounds and ages, etc.

2. Beliefs about Early Childhood Education, including a brief discussion of the Candidate's philosophy of early childhood education.

3. For each of the thirteen functional areas, include the following pieces of evidence:
    a. Rationale---a discussion of the reasons the Candidate feels that the functional area is important to a program for young children.
    b. Goals---a listing of the broad goals in the specific functional areas that the Candidate has set for the program and/or the children for the year.
    c. Evidence---two additional pieces of evidence which illustrate the Candidate's competence in each area, including a written explanation for each. (Including these pieces of evidence in the Portfolio will give a minimum of four pieces of evidence for each of the thirteen

functional areas, rather than the one that is required.)

4. Illustrating Evidence---Pieces of evidence may be sketches, photographs, samples, examples, or written descriptions of the activity or item presented. The Candidate would then write a brief explanation showing the ways in which the evidence demonstrates competence in the area and the reason for its being in the Portfolio.

5. Neat and legible---this may be printed, longhand, or typed.

6. Easy to handle---large cumbersome materials and items falling out provide difficulty for each person reviewing the Portfolio. Select a format for the Portfolio and keep it simple and consistent. (Most Candidates have found that a loose leaf notebook or manila folders provide the best format.)

The Portfolio Outline and the Sample Portfolio which follow are designed to provide a guide for trainers and trainees working toward assessment. Through field testing the materials, these guides have proved beneficial to trainees in developing their own individual Portfolios.

PORTFOLIO OUTLINE

I. Entering Materials in the Portfolio
   A. Include the title of the functional area and the evidence number in the upper right-hand corner of each piece of evidence.
   B. Explain the reason for including the piece of evidence in the specific functional area.
   C. Describe how the piece of evidence demonstrates the individual's competence in the functional area.
   D. If a piece of evidence pertains to more than one functional area, include it only once, and in the description, note the other area(s) to which it pertains.
   E. Mount or index materials in a uniform manner.
   F. Be neat and organized.

II. Sample Rationale

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child in the center.

Teachers in a child development center should be committed to the development of the whole child, which means they must develop the ability to plan and prepare nutritious meals and snacks for children. In addition, they must provide experiences in the curriculum to promote good nutrition and mealtime habits in children. Throughout, the teacher must consider the child's developmental level and home environment.

III. Sample Goals
   A. Each child will be able to select the foods necessary in a daily balanced diet.
   B. Each child will be able to serve many foods for himself/herself.
   C. Each child will be able to try new foods prepared in a new way, with a minimum of pursuading.
   D. Each child will show a positive increase in physical development.
   E. Each child identified as having a nutrition deficiency will be provided with a program to correct the deficiency.

ENVIRONMENT

Definition

Selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Floor plan---a scale drawing of the classroom and its relationship to the rest of the center; indicate all interest centers, windows, and doors. Note any centers which change and the frequency with which they are changed. Who designed the plan and how it meets the needs of the children. If you did not design the plan, what changes would you make and why.

Emotional Environment---describe the emotional environment and the factors which contribute to that environment.

Learning Centers---describe and include pictures, sketches, or photographs of each learning center. Describe the importance of the learning center to the children's development and how the materials in the center are utilized.

Equipment and Materials---review the equipment and materials available in each learning center; describe the types of equipment and materials which should be added to make the center more functional in the development of children; tell why the equipment or materials are needed.

ENVIRONMENT RATIONALE

A warm, organized environment which contains adequate materials and equipment to interest and stimulate the children is central to a good program for children. To provide this means to organize recognizable learning centers with some method of indicating the number of children that can play there at one time.

Materials and equipment need to be selected for their usefulness, functions, stage of development of children, durability, etc. Where possible real objects should be included instead of just toys, pictures of objects, etc.

The environment which is best for children is one which is relaxed and calm, which means the teachers must be comfortable with themselves and their jobs. In this way, children feel more free to explore and question, and thus, learn.

The environment should extend beyond the limits of the center or its outdoor play area. It should include the larger community through field trips, visitors, etc.

ENVIRONMENT GOALS

1. To provide an environment which allows for easy access to materials for the children.
2. To provide an organized classroom.
3. To purchase at least one new item for each learning center each year.
4. To provide a variety of materials and equipment in each learning center.
5. To make the classroom child-centered and pleasing to the children.
6. To provide a relaxed atmosphere for the children.
7. To provide a variety of learning centers and activities in each.

ROOM ARRANGEMENT

Attached is a scale drawing of our classroom with all the learning centers labeled. During the summer we completely rearranged the room in this way and redistributed the materials to the proper area. This arrangement has been very useful because it has cut out some confusion for the children of what we use where. As another part of this arrangement, we set up a Planning Board to show how many can be in each area. (The Planning Board is explained under Group Management.)

BOOKS

Our center is lacking in good books for children and materials for the dramatic play area. Attached is a list of books which I got in a class and have asked our Director if we can buy some. After really talking this up, we will buy two (2) books a month until we have an adequate supply. In addition, we are going to have a work session one night and repair the books we have. To supplement the books in the center, I go to the public library and check out some of the books on the list and use them with the children.

DRAMATIC PLAY

In the dramatic play area, all we have are things for housekeeping. I am working on making some prop boxes to supplement this area. I have also asked the parents' to help supply some of the props from a list I gave them.

STAFF

Definition

Works cooperatively with other staff members concerning plans, activities, policies, and rules of the center.

Rationale

Describe the importance of the functional area.

Goals

List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:

Yearly plans
Weekly plans
Daily plans

Describe and include these plans; indicate who developed the plans and how they were developed; why the particular individuals were involved; and how the plans are implemented in the classroom.

Center Policies---describe the basic policies; who designed and approved them, and how the center policies promote development of the children.

Administrative Chart---include the administrative chart and describe the responsibilities of each position on the chart.

In-Service Training---describe the types of training opportunities available; and who determines participation in training; how often in-service training sessions are available; who designs the training; how effective is the training.

Cooperative Methods---describe the equipment, materials, and facilities which must be shared and the methods utilized for optimum effectiveness; describe how you feel sharing can accomplish more and be accomplished more effectively.

STAFF RATIONALE

In our center, the basic policies and rules are set and we agree to follow them when we are hired. Implementation of the basic plan is the responsibility of the basic plan is the responsibility of the teachers, with the approval of the director. To meet the goals and objectives of Candyland CDC takes the cooperative efforts of all staff and a willingness to share--time, talents, equipment. This is fairly easy in our center and makes each person's job easier and more fun. We must plan together for the use of some equipment and in our planning we often get new ideas to improve what we are doing.

Besides the need to be cooperative, staff must keep up-to-date through training. We attend school, conferences, seminars, and then have sharing sessions with other staff. Our director encourages us to get more training and will, within limits, give us the time to attend. Our director also pays for our registration at one state conference each year.

These two things provide us with tools for providing a better program for the children.

Staff #2

STAFF GOALS

1. To cooperate with my assistant teacher in making our lesson plans and use her ideas too.
2. To work with all staff to share ideas on the program for the children and parents.
3. To plan ahead for use of equipment, materials, or space which is shared with others.
4. To coordinate requests for materials, etc. with other staff so we can get the best and most for all of us.
5. To have materials and equipment ready ahead of time and return in good condition.
6. To respect other staff members ideas.
7. To attend all staff meetings.
8. To continue to learn in early childhood through courses, conferences, workshops, etc.

MATERIALS INVENTORY

In our center, there has not been a complete inventory of all materials and equipment available, so we took this on as a project. We felt that if we knew exactly what we had, not just in our classroom, we could (1) plan better activities for the children, and (2) determine where and what our equipment and material needs are.

First, we set up a form for the inventory to list the item, whether it was purchased or donated (if we knew), where it is currently located (the room), and listed these by learning center area. We then listed the same way all the things currently stored. Next we put all the lists together by learning center and found out what we had, where it is, and began determining what we need. Although our "need" list is long, we are talking to parents and friends to ge some of the things donated--particularly, things like jars, broken appliances, etc. which we can fix and use.

We have redistributed many materials more equally and are on the road to better planning.

I have included the form we used for the inventory and additions.

We, also, hope to develop activity cards over a period of time for each item.

INFORMATION SHEET

In my center we have very little information about the children, their familes, their abilities, etc. What information we do have is kept in locked files by the director and we cannot see it except when the director is present. Since, I have taken classes with people from other kinds of programs, I have found this is not always the case. So, working with some of the staff, we proposed to the director that we would like to develop an information sheet to be completed on all children, so we can know more about them to provide a better program. We will also write up the instructions and rationale for the parents.

I started this idea and the draft of our work is included in the portfolio.

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